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Welcome

As Chair of the Independent Schools Teacher Induction Panel, I write to commend this Tutor Guide to you. All who are aware of the work of the Independent Schools Teacher Induction Panel recognise that the key figures in preparing new teachers for a career in the profession (and most importantly, to become effective and inspirational teachers), are their Induction Tutors. It is a vital relationship within the Statutory process of induction; instilling good practices, and a commitment to personal and professional development. I extend my sincere and heartfelt thanks to you all for the guidance and support you offer these NQTs on a weekly, even daily, basis.

British independent education has an unrivalled reputation for excellence and there is a worldwide thirst for what we offer. There is no doubt that the quality of these schools is ultimately dependent on the quality of our teaching workforce. The successful training, guiding and support for new teachers provides the lifeblood of our sector and initially largely falls at your feet. We all know the pleasure of having inspired a child to reach for the stars, to love the subjects that we teach them or to help them jump whatever assessment hurdles that lay in their path. It strikes me therefore that an even more important role is played by those who make sure the children in our schools are taught by teachers of this ilk. Your work is a noble one indeed.

I very much hope that this new guide provides you with some assistance in this crucial role. The Professional Officers of ISTip are remarkably dedicated to the work of the Teacher Induction Panel and are determined to help you play out your valuable roles to the highest possible standard. The materials in here are the product of years of experience and carefully considered thought.

With very best wishes for the academic year 2018/19. I hope you find your work most rewarding.

Claire Robinson
Administration

For 2018/19, the registration deadlines are as follows:
• Wednesday, September 12 2018 (for a 2018 autumn term start)
• Friday, January 11 2019 (for a 2019 spring term start)
• Friday, April 26 2019 (for a 2019 summer term start)

The fee is £540 for an NQT completing their entire induction at your school; £360 if completing two terms/assessments with you; and £180 if completing only one term/assessment; the school will be issued with an invoice for this fee. If you attempt to register an NQT after these dates, their start date will be amended by IStip to either half term, or the start of the coming term, whichever is closest.

Please ensure:
• You have seen and keep a copy of the NQT’s QTS certificate or proof of QTS
• NQTs have a contract of employment with the school and will be teaching whole classes on a regular basis (1:1 teaching does not count)
• NQTs have been given a maximum of a 90% timetable, based on lessons taught – not duties etc. This must be in addition to any non-contact time given to all staff. Without this reduced timetable, induction cannot take place
• NQTs have been given copies of IStip pro formas and they have received the NQT Guide by email
• NQTs have completed the Declaration of Prior Induction

We strongly recommend that anyone involved in the process attends IStip training (the Statutory Guidance states that all tutors must be trained). Sessions are held in September, December/January and June; details are regularly updated on the IStip website: http://istip.co.uk/induction/the-induction-process/for-tutorsmentors/training/

Privacy and the GDPR

IStip places a high value on your privacy and want you to be clear about the data we collect and store, how we use this and the rights you have to control that information.

We have added our Privacy Notice to reflect the changes introduced by the new General Data Protection Regulations (GDPR) which comes into force from 25 May 2018. The changes in law will provide you with greater transparency and control over your personal data.

Our Privacy Notice sets out how we will collect and use your personal information. We want to make sure you fully understand the terms and conditions surrounding the capture and use of that information.

This privacy notice describes what information we collect about you, how we use it, and the rights you have in relation to that collection and usage. We encourage you to take a moment to read our privacy notice - https://istip.co.uk/privacy-notice/
ROLES AND RESPONSIBILITIES
Roles and responsibilities

The Tutor*

The tutor has day-to-day responsibility for monitoring, supporting and assessing a newly qualified teacher, including co-ordinating the process as listed on page 22.

- You need to register your NQT before induction may begin
- You need to have an understanding of the process, and the Standards
- You need to organise and implement an individualised programme of support for your NQT
- You need to ensure NQTs are active participants – understanding their role and seeking opportunities to develop and progress against the Teachers’ Standards
- You need to take responsibility for a secure evidence trail for the process
- In small schools it may be appropriate for the Headteacher to be the induction tutor, in which case it is strongly recommended that another member of staff is identified as an NQT mentor
- It is stated in the Statutory Guidance that tutors must be given sufficient time to undertake the role, and must be appropriately trained.

The role may be shared with others, as induction may be overseen by more than one person in your school – for example, an overall induction coordinator dealing with whole school issues and a subject or key stage tutor who has oversight of the NQT on a daily basis. It’s up to each school to decide how best the process can be organised. (NB We do not recommend one tutor to oversee the entire induction of three or more NQTs, unless a very large time allowance is given).

For multiple NQTs, we strongly suggest an IT co-ordinates and quality assures the entire process, with delegation to multiple tutors who will carry out the majority of the process i.e the regular meetings; the majority of lesson observations; reviews of evidence and of the Action and Development Plan (ADP).

Please do try and ensure all tutors are trained by IStip, so the paperwork and process can be explained to them fully. If you are overseeing the process, please ensure you regularly quality assure the work being done, and insist the key documents such as lesson observations and progress review forms are shared with you. It also helps if you have access to shared folders in which the other pro formas are kept. It is also helpful if tutors have the opportunity to meet with each other and share good practice.

Insist upon reading/checking/editing all assessment forms before they are submitted to IStip.

* We use tutor as a generic term - this may be relevant to mentors and co-ordinators.
Roles and responsibilities (continued)

The NQT
- Must be an active participant in the process, taking responsibility for their own induction
- Must use additional non-contact time for induction-related activities
- Will gather evidence and record their progress against the Standards
- Should reflect and self-evaluate
- Will be responsible (with you) for their Action and Development Plan and Target Setting
- Should seek professional development opportunities
- Should play a part in the wider life of the school
- Must observe other teachers

The Head
- Legally responsible for induction in the school; jointly responsible with the Appropriate Body (IStip) for monitoring, support and assessment of NQT
- Ensures post is suitable for induction
- Ensures statutory processes are carried out
- Ensures NQT has a personalised programme of support
- Makes governing body aware of induction arrangements

Governing Body
- Must ensure the school’s compliance with the Statutory guidance for induction
- Must be satisfied that the school has the capacity to support the NQT and that the Head is fulfilling his/her responsibilities
- Can seek guidance from IStip should it have any concerns regarding the school’s induction arrangements, or the quality of the induction being offered
Can request a general report on any individual NQT

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 TRA with details of starters/leavers/extensions/passes
Regional centres

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

The courses are generic, and the sessions are not subject or curriculum specific, although some centres will run separate sessions for different key stages. The courses will 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; arming them with soft skills such as voice and body management, as well as time and stress management.

The regional meetings are an opportunity for NQTs to network with others from across the sector; this can be particularly important for those NQTs who may be the only one in their school or department. The regional meetings allow NQTs to discuss issues of concern or share practices with colleagues in a similar position.

You will select a regional centre during the registration process; IStip will always aim to place NQTs at their first choice but due to capacity issues, it may sometimes be necessary to assign them to the next-closest centre. At the beginning of each term, IStip will email you and the NQT dates of their allocated meeting; the centre will then contact the NQT directly with further details about the day. These sessions are formal professional development, so please check the NQT has RSVP’d; they should dress as they would for a (formal) day at work.

Overseas NQTs

NQT in overseas schools, are welcome to attend these meetings, however, we realise it may be logistically impossible.

A list of centres for 2018-19 can be found on the following pages; please make a note of them as we ask you to chose one for your NQTs when you register them. The dates for the meetings can be found on the main IStip website: http://istip.co.uk/induction/the-induction-process/for-nqts/training/. The dates will also be emailed to you at the start of the autumn term.
Centre locations

NORTH EAST:
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:
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)

<table>
<thead>
<tr>
<th>Location</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LONDON, NW:</strong></td>
<td>The Hall School, Hampstead (prep only)</td>
</tr>
<tr>
<td><strong>LONDON, SE:</strong></td>
<td>Dulwich College</td>
</tr>
<tr>
<td><strong>LONDON, W:</strong></td>
<td>The Godolphin &amp; Latymer School, Hammersmith</td>
</tr>
<tr>
<td><strong>SURREY:</strong></td>
<td>Danes Hill School (prep only)</td>
</tr>
<tr>
<td></td>
<td>St John's School, Leatherhead</td>
</tr>
<tr>
<td></td>
<td>Surbiton High School</td>
</tr>
<tr>
<td><strong>EAST SUSSEX:</strong></td>
<td>Brighton College</td>
</tr>
<tr>
<td><strong>HAMPShIRE:</strong></td>
<td>Hampshire Collegiate School</td>
</tr>
<tr>
<td><strong>KENT:</strong></td>
<td>Ashford School</td>
</tr>
<tr>
<td><strong>GLOUCESTERSHIRE:</strong></td>
<td>Dean Close School</td>
</tr>
<tr>
<td><strong>SOUTH WEST:</strong></td>
<td>Kingswood School, Bath</td>
</tr>
<tr>
<td></td>
<td>Millfield School, Somerset</td>
</tr>
<tr>
<td></td>
<td>Blundells School, Devon</td>
</tr>
</tbody>
</table>
TEACHERS’ STANDARDS
Teachers’ Standards

• The Standards consist of 3 parts:
  An introduction;
  Part I – Teaching;
  Part II Personal and Professional Conduct.
• The eight Teachers’ Standards in Part I are intentionally broad
• These Standards apply to all teachers from student teachers embarking upon ITT to experienced teachers (and in the maintained sector will be used as part of the performance management criteria). Therefore the role and context in which they are applied are key. Your NQT will be assessed against these Standards in your school, and in the job they 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 the NQT is 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
• The three bullets in Part II cover teacher professionalism and 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.
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. They are GDPR aware.
Evidence gathering is critical to the process of induction – it records an NQT’s progress against the Standards and illustrates the fact that progress is being made over time and then consistently.

NQTs should be responsible for collecting most of their own evidence – your role is to validate it, through discussions in regular and review meetings, and finally to populate the assessment form with the most telling examples of the specific evidence gathered/seen/heard to illustrate the evaluative statements you make in your assessment about the nature and extent of the NQT’s progress/impact. Other evidence will come from third parties (pastoral or co-curricular staff; TAs; parents; pupils; SLT).

This chart shows how the evidence captured in the regular meetings is funnelled through to the formal review meetings and is finally used to populate the assessment form.

Throughout the term identify key evidence of progress against Standards (including part two), as seen in:

- Lesson observations/NQT self evaluation
- Use of additional non-contact time
- Inset/Development
- Targets/objectives
- Co-curricular activities
- Pastoral commitments
- Communication with parents
- Pupil progress

What has been seen, heard, written in the Tracker, noted in the ADP? What have people noticed?

Formal review meeting - end of first half of term/period

Minutes taken by tutor
- Identify key progress & impact (NQT brings evidence)
- Evaluate progress & impact formatively
- Identify the most striking examples
- Seek third party input
- Complete the record digitally so it can be used in the assessment form

Formal review meeting - end of second half of term/period

Minutes taken by tutor
- Identify key progress & impact (NQT brings evidence)
- Evaluate progress & impact formatively
- Identify the most striking examples
- Seek third party input
- Complete the record digitally so it can be used in the assessment form

Assessment form - end of term

Copy and paste minutes from formal review meetings
- Overall progress
- Brief statement of progress in each area
- Clear evaluation
- Main strengths
- Check – progress; impact; evidence
- Discuss form with NQT
- IT/Mentor completes Assessment Meeting minutes record
Evidence gathering (continued)

What is it?
• Evidence can be in hard copy or held online; evidence is also anything seen or heard
• It captures the teaching, learning, assessing, recording, planning/preparation, and involvement in the wider life of the school
• It is about the impact of NQT progress on pupil learning
• It is about outcomes
• It is not a list of "have dones" or achievements

What is it for?
• To show progress and development
• To track the induction year
• To show the school is following due process
• To give a rigorous audit trail, so IStip can accept the 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
• 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?
It is for the NQT/tutor to decide how best to keep the paperwork, although we recommend it is not duplicated across numerous files or folders, so a central repository either online (supported by the Record of Induction, pages 18-19) or in hard copy is best. We strongly believe an NQT should be responsible for their own induction, and the paperwork is a vital element of recording the process. Front and centre is the Record of Induction and the Evidence Tracker (pages 20-21).

The record of induction
NB This form replaces the audit trail and the timeline documents. It should be used for all NQTs.
The Record of Induction is a checklist of the key elements of induction which must take place before and during the process. It enables a programme to be pre-planned (as required by the Statutory guidance) which is personal to the NQT and their needs, in their role and school. So which lessons are to be observed; when they set and review their professional targets; what additional support they need; which lessons they observe; the staff they meet, etc. are all part of this document.

Securing the Evidence
You must use this document to record the signatures and dates if working electronically rather than printing each document to sign; this will ensure a secure process.
Evidence gathering (continued)

Record of Induction

Planned and Secured Record of Induction 2018-19
All entries on this form must be handwritten

<table>
<thead>
<tr>
<th>NQT initials</th>
<th>IT/IC initials</th>
<th>Date task completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form is evidence that the Induction process has been (i) planned and has (ii) taken place and is (iii) secured with date and initials as required by DfE Statutory Guidance.

All four pages must be printed out and should be in the front of the NQT’s folder. The form must be kept up to date.

Section A: Before Induction at this school begins

<table>
<thead>
<tr>
<th>Preparation for the Induction Year</th>
<th>Secured by Initials and date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School has confirmed NQT’s QTS status</td>
<td>NQT initials</td>
</tr>
<tr>
<td>NQT has been registered on IStip before closing date (in the NQT Manager)</td>
<td>IT/IC initials</td>
</tr>
<tr>
<td>Declaration of Induction has been signed by NQT’s line manager</td>
<td>Date task completed</td>
</tr>
<tr>
<td>Previous assessments have been identified and collated</td>
<td></td>
</tr>
<tr>
<td>Appropriate use of additional non-contact time has been explained to the NQT</td>
<td></td>
</tr>
<tr>
<td>NQT is signed up to both parts of the professional teaching standards</td>
<td></td>
</tr>
</tbody>
</table>

Section B: Term/Period 1 Start date: End date: Please initial and date this statement once the dates for the elements of Induction for this term have been planned and noted by the IT and NQT

<table>
<thead>
<tr>
<th>Compliance – what you have to do (must be planned at the start of term/period and secured (signed off when completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Individual Developmental Objectives and record on ADP</td>
</tr>
<tr>
<td>Formal lesson observation of the NQT</td>
</tr>
<tr>
<td>Self-evaluation of the lesson and feedback</td>
</tr>
<tr>
<td>Lesson observation of a colleague by the NQT</td>
</tr>
<tr>
<td>Formal progress review and review of objectives (mid-periods)</td>
</tr>
<tr>
<td>General issues observed and measured (mid-periods)</td>
</tr>
<tr>
<td>General issues observed of the NQT</td>
</tr>
<tr>
<td>Self-evaluation of the mid-period feedback</td>
</tr>
<tr>
<td>Lesson observation of a colleague by the NQT</td>
</tr>
<tr>
<td>Formal progress review and review of objectives (mid-periods)</td>
</tr>
<tr>
<td>Assessment meetings (mid-term) and (annual)</td>
</tr>
<tr>
<td>Assessment form (signed off and returned)</td>
</tr>
<tr>
<td>Regular meeting with line manager</td>
</tr>
<tr>
<td>Progress indicator (used in interview)</td>
</tr>
<tr>
<td>NQT and line manager sign the NQT is signed up to both parts of the professional teaching standards</td>
</tr>
</tbody>
</table>
Evidence gathering (continued)

**Record of Induction**

### Evidence gathering

#### Section C: Term/Period 2

<table>
<thead>
<tr>
<th>Compliance</th>
<th>NQT initials</th>
<th>Tutor initials</th>
<th>Date planning completed</th>
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</thead>
<tbody>
<tr>
<td>Setting initial developmental objectives and record on ADP</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Formal lesson observation of the NQT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson observation of a colleague by the IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal progress review and review of objectives (half period/term)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal lesson observation of the NQT</td>
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<td></td>
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<tr>
<td>Lesson observation of the above lesson and feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson observation of a colleague by the IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal progress review and review of objectives (end of period/term)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record of Induction 2018-19</td>
<td>NQT initials</td>
<td>Tutor initials</td>
<td>Date planning completed</td>
</tr>
</tbody>
</table>

All entries on this form must be handwritten

### Evidence gathering

#### Section D: Term/Period 3

<table>
<thead>
<tr>
<th>Compliance</th>
<th>NQT initials</th>
<th>Tutor initials</th>
<th>Date planning completed</th>
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</thead>
<tbody>
<tr>
<td>Setting initial developmental objectives and record on ADP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal lesson observation of the NQT</td>
<td></td>
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</tr>
<tr>
<td>Lesson observation of the above lesson and feedback</td>
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<td></td>
</tr>
<tr>
<td>Lesson observation of a colleague by the IT</td>
<td>NQT initials</td>
<td>Tutor initials</td>
<td>Date planning completed</td>
</tr>
<tr>
<td>Formal progress review and review of objectives (half period/term)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal lesson observation of the NQT</td>
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<tr>
<td>Lesson observation of a colleague by the IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal progress review and review of objectives (end of period/term)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record of Induction 2018-19</td>
<td>NQT initials</td>
<td>Tutor initials</td>
<td>Date planning completed</td>
</tr>
</tbody>
</table>

All entries on this form must be handwritten

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Induction Tutors 2018-19

Page 4 of 4
Evidence gathering (continued)

The evidence tracker

This document is the responsibility of the NQT – they must ensure they use it to capture key pieces of evidence of their progress and development and the impact this has. The exemplars below illustrate how varied this evidence could be; it should be brief, and indicate where the actual evidence can be found, if required (marking books, email from a parent for example). It should not be a list of ‘have dones’ or achievements

The evidence tracker should be updated regularly by the NQT and discussed with you so you can validate and accept the evidence listed (along with the evidence you gather).

NB There is no need for an NQT to have a separate folder for evidence, as long as a summary of selected and specific evidence is compiled.

Teachers’ standards - evidence tracker senior exemplar

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence* and its impact on pupils</th>
<th>Where evidence was found</th>
<th>Evidence validated / discussed</th>
<th>Date / Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Set high expectations which inspire, motivate and challenge pupils</td>
<td>Y7 really going well, curriculum</td>
<td>Mark book (Oct/Nov entry)</td>
<td>5/10</td>
</tr>
<tr>
<td></td>
<td>Group work with Y10 is going well, presentations to rest of class were good, evidence involved</td>
<td></td>
<td>HoD observation &amp; comments</td>
<td>4/10</td>
</tr>
<tr>
<td></td>
<td>Improvement in BH – evening routine established, feel secure about shutting up the house</td>
<td></td>
<td>Discussion with BHM</td>
<td>5/10</td>
</tr>
<tr>
<td></td>
<td>T11 and Y10 teacher groups – when they are progressing and evidence is there</td>
<td>Mark book (4/5 entry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on teaching methods, feedback from Y8 &amp; Y11, feel I can create interest in assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on S3 pupils has helped them (I think)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Promote good progress and outcomes for pupils</td>
<td>Y11 mid term test results fantastic</td>
<td>Mark book (Oct/Nov entry)</td>
<td>2/10</td>
</tr>
<tr>
<td></td>
<td>真的 going well – show they are progressing and evidence in progress</td>
<td>Mark book, PE preparation notes, parent comments</td>
<td>4/10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y11 pupil interviews ready for parents evening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents’ evening went well; emails from Mrs G and Mr S thanking me – use quotes in assessment?</td>
<td>Mark book (esp. 23/10 and 5/11 entries)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focused work for EAL pupils has helped them (and me!)</td>
<td>Mark book (especially 23/10 entries)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal (10, 11 Nov)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate good subject and curriculum knowledge</td>
<td>Getting to grips with IB open early</td>
<td>Mark book, journal (3/10 entry)</td>
<td>4/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoD comment; noted in journal (10/11 entry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular meeting minutes (2/11, 9/11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Plan and teach well structured lessons</td>
<td>Getting the hang of lesson planning for Y8, lessons structured better</td>
<td>Mark book (Oct/Nov), background notes</td>
<td>2/10</td>
</tr>
<tr>
<td></td>
<td>Y8 handouts praised by pupils</td>
<td>Observation L6 (1/12)</td>
<td>4/10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jews and Muslims: taken for Y8 course, going well planning good and lessons sound</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Don’t forget – evidence can be intangible – i.e. something seen or heard by NQT or Tutor
Evidence gathering (continued)

Teachers’ standards - evidence tracker senior exemplar (continued)

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence* and its impact on pupils</th>
<th>Where/when evidence was found</th>
<th>Evidence validated / discussed: Date / initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Adapting working to meet the strengths and needs of all pupils. Different styles of teaching effectively for Y9 - Jo &amp; Allen much more at ease. larvae of individual work with Pete. Chris is starting to understand more and asks for it with Matt. John is hard to get work right for EAL pupils. I’m working hard to get work right for EAL pupils.</td>
<td>20/11 SM</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Make accurate and prompt judgement of assessment. Spent more time on Y11 marking. Making formative comments. Tanya has always done her work promptly and it helps others. Comments from Helen on 11/12. Y9 &amp; Y10 have received well-received feedback. Comments from Neil. Class change after lesson to discuss their work without Y11 being taught to.</td>
<td>10/10 SM</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Handle information effectively by presenting it in a variety of ways. Made lesson more clear. Passed on syllabus. Tutors’ group really sparked in today’s meeting. Good discussion re revision and my advice was listened to and appreciated.</td>
<td>13/11 SM</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Full understanding of pupils’ needs and abilities. Y9 candidates to sit at back of lecture. Placed better starts to listen to tutor.</td>
<td>13/11 SM</td>
<td></td>
</tr>
</tbody>
</table>

---

* Don’t forget – evidence can be intangible – i.e. something seen or heard by NQT or Tutor
THE PROCESS
The process

The process of induction repeats each term/period.

Overall there must be:
• 6 formal lesson observations of the NQT, against the Standards with the NQT’s self-evaluations
• 6 lesson observations by the NQT
• regular meetings with a named tutor
• 6 review meetings
• 3 assessment meetings (and assessment forms)
• professional development targets
• evidence of CPD (using the additional non-contact time).

So, you will observe your NQT teaching at least twice per term; these observations will be recorded by you on a written form and you will ask the NQT to evaluate the lesson as well.

You will meet regularly with your NQT to track their progress inside and outside the classroom against the Standards and these meetings will be minuted by the NQT.

Each half term, you will meet with your NQT to review formally their progress and development over the period and you should expect them to prepare for this meeting, which then needs to be minuted in some detail by you.

The idea is that key evidence is captured as the process unfolds and is recorded by the NQT, and validated by you. It can then be used in writing the end of term/period assessment form.

At the end of term, there will be a formal assessment meeting when your NQT’s progress towards the Standards is summarised in a form completed (on-line) by you. The NQT will add their 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 the final period of induction the school will recommend (to us as the Appropriate Body) whether your NQT has passed or failed their NQT year.
The Action and Development Plan

The Action and Development Plan is designed to help NQTs set objectives which are relevant to their needs and to the context of the school. These should be reviewed at least every half term.

The NQT is responsible for setting focused, meaningful, developmental targets and tracking their progress against them, with the support of their tutor/mentor. Part of your role is to advise on the feasibility of targets: sometimes general targets may need to be broken down into smaller, manageable chunks; sometimes a whole standard is chosen as a target, which is simply too vast.

The ADP is ongoing throughout induction: some targets may be completed quickly; some may be longer term (or just take longer). This working document allows completed targets to be ‘signed off’, and new ones added, aiding the NQT’s progression and development. These targets help NQTs to progress against the Teachers’ Standards and look towards longer-term professional development. They also help you as a tutor to identify any areas needing further focus or support.

The NQT must sign (and you must counter-sign) and date all reviews of the ADP. When keeping paperwork electronically, please sign and date the Record of Induction as per pages 18-19 of this booklet.

The ADP should incorporate:
- between 3 and 5 ongoing SMART objectives (agreed by the NQT and you)
- action points (for the NQT and any other relevant person)
- target dates (which are realistic)
- review dates (for the coming term).

You will need to copy current targets from the ADP to complete the relevant section(s) of the assessment form(s).
The Action and Development Plan (continued)

1. which areas have been identified as needing development? Break down the Standards into manageable chunks. There does not need to be a target for every Standard. It is a working document, so will be added to and updated throughout induction
2. what does the NQT need to do within this area of development? (NB: attending a training course is not a target)
3. when was this target set?
4. what can the NQT do/who can they talk with to help them meet this target?
5. what change does the NQT hope to see in how they work/the pupils’ work/behaviour?
6. on which date was this target reviewed with their tutor?
7. on what date was their target completed?

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

These meetings, for induction purposes (so not a departmental or key stage meeting), are the part of the process most valued by NQTs. They are an appropriate use of part of the NQT’s additional non-contact time. We suggest they take place weekly. It’s an opportunity for NQTs to reflect upon their progress, and critically evaluate it; it can also be a time to discuss anything that is causing them concern; and finally, it can be used as a check to see that they are following the processes of induction. Sometimes this ‘slot’ will be used solely for feedback from a formal lesson observation.

The meeting pro forma on the following page covers all these areas (think of it an aide memoire): choose relevant and timely sections to complete each week, but don’t see the form as a chore or a challenge which must be dutifully completed in full. Each week, some sections will be more relevant than others.

The NQT should be responsible for writing the notes/comments on this form during the meeting. Please ensure all meetings records are signed and dated. When keeping paperwork electronically, please sign and date the IStip Record of Induction (as per pages 18-19 of this booklet).
## Regular meetings (continued)

### Induction Tutors Agenda/Minutes 2018 - 19

**THE PROCESS**

1. If points were raised at the previous meeting, what has the NQT done to make improvements?
2. Which induction-related activities has the NQT been doing during their additional NQT non-contact time since the last meeting? What are they going to do with their NQT non-contact time in the next week or so? For example – observe another teacher, attend a regional meeting?
3. What progress can be recorded here?
4. Check targets and evidence.

### IStip regular meeting agenda/minutes

<table>
<thead>
<tr>
<th>NQT Name</th>
<th>Tutor Name</th>
<th>Meeting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Actions made with action points from last meeting**

1. If points were raised at the previous meeting, what has the NQT done to make improvements?
2. Which induction-related activities has the NQT been doing during their additional NQT non-contact time since the last meeting? What are they going to do with their NQT non-contact time in the next week or so? For example – observe another teacher, attend a regional meeting?
3. What progress can be recorded here?
4. Check targets and evidence.

**Record of Induction updated**

- Yes / Not necessary today

**Action/development plan (ADP)**

<table>
<thead>
<tr>
<th>Reviewed / discussed</th>
<th>Yes / No</th>
<th>Added to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence Tracker**

<table>
<thead>
<tr>
<th>Reviewed / discussed</th>
<th>Yes / No</th>
<th>Added to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**

- Signed: NQT
- Tutor

---

5. What would your NQT like to take forward/concentrate upon?
6. The NQT should record any issues/things they need to bear in mind.
Observing your NQT

Observations are a key part of the induction process and a real catalyst to progress.

It is entirely possible that an NQT will be observed for several purposes during their induction year: for school appraisal; to confirm them in post after a probationary period; for an ISI inspection; by a HOD/KS leader for quality assurance purposes.

Some of these may count as one of the 6 (minimum) lesson observations in the induction year, but ALL formal NQT lesson observations must be against the Teachers’ Standards; there must be self-evaluations (from the NQT); a feedback session; and actions going forward. Lesson observations must be evenly spaced: two in each term, one per half term.

1. Plan the observation
The first one should take place within the first 4 weeks of term. The date should be fixed as soon as possible so the NQT is aware of it. Over the course of the year, observations should cover a range of classes/subjects. Several people may observe the NQT (although you are most likely to be undertaking the majority, and this is appropriate), so if they are not completely familiar with the process, please ensure they are using the IStip forms, and refer to the Standards.

2. The focus of the observation – related to objectives/standards
Each formal observation should have an area (or two) of focus (the first observation in the induction year might be general and diagnostic) which is related to the NQT’s Action/Development Plan and to the Standards. This allows you to comment specifically on progress/issues in a lesson. Of course, if something outside of the focus is noteworthy (for good, or for bad reasons), you will include that.

3. How to observe
NQTs are used to being observed, but they might not be used to being observed by you/as your school observes. Let them know where you will sit/if you will be moving around/taking part (usually pre-prep)/looking at pupil workbooks. Ask for a lesson plan and resources in advance of the lesson. Set a time for feedback (this may well be the regular meeting slot, and it should certainly be 24 hours or so after the lesson, so the NQT has time to reflect on it, and complete their self-evaluation form).

Use the IStip forms (see over page). These are geared toward the Standards, and to an area of focus. They allow you to write comments during the lesson, then summarise the feedback you wish to give. They also allow space for you to write in what actions you and your NQT agree after feedback has been given.

4. Feedback
Your NQT will complete a lesson self-evaluation form (in part of their additional non-contact time) and bring it to the feedback session. This is an excellent starting point for the feedback, and it’s also an opportunity to ascertain if your NQT is able to deconstruct their own teaching, and reflect on it. The key to the feedback is to chart progress and achievement and to pinpoint areas for development/action. These should be noted (maybe on the ADP), and followed up.
Observing your NQT (continued)

ISTip form for tutors/mentors conducting lesson observations

The Process

Lesson Observation of an NQT 2018-19

<table>
<thead>
<tr>
<th>NQT</th>
<th>Teacher/Observer</th>
<th>Date of observation</th>
<th>Outcome</th>
<th>Year Group/No of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of the Teachers' Standards or a particular objective from the NQT's action/development plan (ADP) should be the focus for the observation. The Teachers' Standards are printed overleaf.

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. what did you see in pupil behaviour and learning
4. NQT will meet with the observer to discuss the observation (using their self-evaluation also) – this section will include notes from that meeting

IStip form for tutors/mentors conducting lesson observations

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. what did you see in pupil behaviour and learning
4. NQT will meet with the observer to discuss the observation (using their self-evaluation also) – this section will include notes from that meeting

5. what does the NQT need to work on to improve?
Observing your NQT (continued)

Lesson observation - senior exemplar

Lesson Observation Of an NQT 2018-19 Senior Exemplar

One of the Teachers' Standards or a particular objective from the NQT’s action/development plan (ADP) should be the focus for the observation.

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Actions to take forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and teach well structured lessons</td>
<td>Review timings to ensure all stay on task. A couple of the 'crowd' passed notes on the prompt cards!</td>
</tr>
<tr>
<td>Demonstrate good subject and curriculum knowledge</td>
<td>Plan work more carefully before lessons.</td>
</tr>
<tr>
<td>Manage behavior effectively to ensure a good and safe learning environment</td>
<td>Review the teacher's initial feedback on pupils’ conduct.</td>
</tr>
<tr>
<td>Fulfil wider professional responsibilities</td>
<td>Plan work more carefully before lessons.</td>
</tr>
</tbody>
</table>

The Teachers’ Standards are printed overleaf:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of all pupils
- Promote good progress and outcomes by pupils

<table>
<thead>
<tr>
<th>Teachers' Standards</th>
<th>Actions to take forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and teach well structured lessons</td>
<td>Plan work more carefully before lessons.</td>
</tr>
<tr>
<td>Demonstrate good subject and curriculum knowledge</td>
<td>Plan work more carefully before lessons.</td>
</tr>
<tr>
<td>Manage behavior effectively to ensure a good and safe learning environment</td>
<td>Review the teacher's initial feedback on pupils’ conduct.</td>
</tr>
<tr>
<td>Fulfil wider professional responsibilities</td>
<td>Plan work more carefully before lessons.</td>
</tr>
</tbody>
</table>

NQT has completed a separate self-evaluation sheet.

Feedback completed: Date 30/11  Signed NQT X Observer MW

Teachers’ Standards (listed overleaf)
Lesson Observation - junior exemplar

Observing your NQT (continued)

Lesson Observation of an NQT 2018-19 Jnr Exemplar

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 & behaviour
• statutory & school frameworks; professional duties & responsibilities

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 & behaviour
• statutory & school frameworks; professional duties & responsibilities
Lesson observations by your NQT

Another important catalyst for progress, and a key use of your NQT’s additional non-contact time, is the observations they will carry out. We ask that a minimum of 6 observations, evenly spaced, are carried out during the induction period.

If your NQT is new to the school, they may well need guidance from you as to whom they could and should observe (some tutors have a list of key staff and their particular strengths which they give to NQTs who are new to the school) and the (school) etiquette on approaching staff for this purpose.

An initial observation may well be carried out with both of you observing, and then discussing the lesson. It is important to check early on that your NQT is capable of deconstructing a lesson; reflecting on it, and learning from it.

As per observations of NQTs, a focus for the observation should be chosen, and this must be related to the Action/Development Plan targets and to the Standards. A form will be completed (see over page), detailing what has been seen, what has been learned, and what actions will be taken forward. All lessons observed by an NQT should be discussed with you, and any/all actions decided should be followed up.
Lesson observations by your NQT (continued)

**ISTip form for observing others**

<table>
<thead>
<tr>
<th>NQT Name</th>
<th>Topic of observation</th>
<th>Lesson/Subject/Teacher</th>
<th>Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observation comments**

- What did the teacher:
  1. motivate pupils?
  2. demonstrate good subject/curriculum knowledge?
  3. structure the lesson?
  4. manage behaviour?
  5. adapt teaching to the strengths/needs of all pupils?
  6. use assessment?
  7. promote good progress and outcomes by pupils?
  8. plan and teach well structured lessons?
  9. fulfil wider professional responsibilities?

**Action**

- What have I seen that I am going to try; what changes am I going to make in planning/setting, etc., that I might change?

**Key points for discussion with your tutor**

<table>
<thead>
<tr>
<th>Date discussed</th>
<th>Signed NQT</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 & behaviour;
- school policies; school ethos; high professional standards;
- statutory & school frameworks; professional duties & responsibilities.
Formal progress review meetings

An NQT’s progress in all areas of the Standards, including part two, should be reviewed every half term (or the equivalent if they are part time); this review will include evidence gathered during this period; taken from lesson observations, regular meeting minutes, and comments from colleagues/parents/pupils. In this form, you are capturing the evidence you will present to ISTip in the end of period assessment form (which can be done by copying and pasting from this review form).

Although the meeting will be overseen by you, and you must write the minutes/notes on the ISTip pro forma (and in more detail than the regular meeting notes), the NQT should contribute fully and be prepared for the meeting. You will have sought feedback from any mentors/colleagues who have had dealings with the NQT.

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 18-19 of this booklet).

A second review will take place about a week before the assessment meeting at the end of the assessment period.
Formal progress review meetings (continued)

Minutes/notes for Formal Progress Review

1. a statement of progress made since the last review: for example, satisfactory/good/excellent; some indicators of this progress
2. for each standard (1-8) and part two, include evidence captured in regular meetings from colleagues, lesson observations
3. briefly note objectives from ADP
4. NQT to add comments here
### Formal Progress Review, junior exemplar

**Formal Progress Review meeting, 2018-19 Junior exemplar**

#### Part 1: Teaching

<table>
<thead>
<tr>
<th>Standard</th>
<th>Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make accurate and productive use of assessment</td>
<td>Good progress</td>
<td>Y is excelling in this area and is praised by peers for his thorough approach.</td>
</tr>
<tr>
<td>2. Manage behaviour effectively to ensure a good and safe learning environment</td>
<td>Progress is being made</td>
<td>Y has improved his management skills, but still needs to be more consistent.</td>
</tr>
<tr>
<td>3. Plan and teach well-structured lessons</td>
<td>Mixed progress</td>
<td>Y has a good structure, but some lessons feel rushed.</td>
</tr>
<tr>
<td>4. Demonstrate good subject and curriculum knowledge</td>
<td>Good progress</td>
<td>Y is consistently impressing with his knowledge and understanding.</td>
</tr>
<tr>
<td>5. Adapt teaching to respond to the strengths &amp; needs of all pupils</td>
<td>Progress has been good</td>
<td>Y has been successful in adapting his teaching to meet the needs of all students.</td>
</tr>
<tr>
<td>6. Make effective use of feedback</td>
<td>Progress has been good</td>
<td>Y is using feedback to improve his lessons.</td>
</tr>
<tr>
<td>7. Plan, organise and deliver well-structured lesson</td>
<td>Progress has been good</td>
<td>Y has developed a good lesson structure.</td>
</tr>
<tr>
<td>8. Fulfil wider professional responsibilities</td>
<td>Mixed progress – generally sound</td>
<td>Y has successfully fulfilled his responsibilities.</td>
</tr>
</tbody>
</table>

**Part 2: Personal & Professional Conduct**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The NQT has an understanding of the ethos, policies and practices of the school in which they teach</td>
<td>Working at this standard</td>
<td>Y is gradually improving in this area.</td>
</tr>
<tr>
<td>2. The NQT has an understanding of the duties, roles and responsibilities of their role</td>
<td>Progress has been good</td>
<td>Y is clear about his duties and responsibilities.</td>
</tr>
<tr>
<td>3. The NQT has an understanding of the standards in which they work</td>
<td>Progress has been good</td>
<td>Y is working to meet the standards.</td>
</tr>
<tr>
<td>4. The NQT has an understanding of the expectations of their role</td>
<td>Progress has been good</td>
<td>Y is meeting the expectations of his role.</td>
</tr>
<tr>
<td>5. The NQT has an understanding of the expectations of their role</td>
<td>Progress has been good</td>
<td>Y is meeting the expectations of his role.</td>
</tr>
<tr>
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**Part 3: Personal & Professional Conduct**

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<thead>
<tr>
<th>Standard</th>
<th>Progress</th>
<th>Comments</th>
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<tbody>
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</tr>
</tbody>
</table>
Areas for development and specific objectives

Std 1 & 7: motivating and challenging low level disruption. Use positive ways to stop possible troublemakers. Learn some behaviour management tricks that are proactive not reactive.

Std 5: generate progress use target setting more widely.

Std 6: planning and lesson structures: plan check get length of starter activities better controlled.

Std 8: adopt R4G means: develop some specific activities for Jake and Emma to stretch them.

Classroom management: get ready for parent meeting; more something on each child in next book.

Std 6: wider responsibilities: developing better working relationship with TA.

HQT to complete this section

Statements about progress

Trying hard to be more organised! Feedback to pupils has definitely improved. Reports were excellent.

My science work has been shared. Pupil behaviour has improved. noticed.

Examples of impact

Parent commented that I understand their child (H) very well. (H) H is helpful in lessons and is really making progress.

How support has helped

TA is brilliant! The mentor has offered some ways of making comprehensions tasks more engaging. SPAG and I have worked well together on helping me in differentiation by tasks as well as additional (H) weekly planning sessions with parallel class teacher are really helpful – making of ideas, using time, etc.

Any other matters to note

Looking forward to school pantomime!

Date of next Formal Progress Review meeting: Early Feb (7th pencilled into RoI)
Formal progress review meetings (continued)

Formal Progress Review, senior exemplar

Review of progress in each of the Part 1 Standards with evidence

Part 1: Teaching

1. Knowledge and understanding
   - Progress is good; specially with 6th form groups.
   - The positive response that she has given to advice/criticism.
   - X has become adept at sharing good practice, both using what others have to offer and offering her own ideas in the department.

2. Progress and good outcomes by pupils
   - Awareness of her own development needs.
   - X has been proactive in identifying her own development needs.
   - Has made good progress in each of the Part 1 Standards.

3. Subject and curriculum knowledge
   - Progress – this is an area where X is aware she needs to make more headway with IB HL subject knowledge.

4. Performance – this is an area where X is aware she needs to make more headway with IB HL subject knowledge.

5. Plan and teach well-structured lessons
   - Planning is a strength (Plans seen by HOD; dept. SOW followed).

6. Accuracy and productive use of assessment
   - Accurate and productive use of assessment.
   - Marking work regularly, following dept policy (mark book, discussion at review meeting 26/10).

7. Adapt teaching to respond to the strengths & needs of all pupils
   - Teaching meets expectations in both 6th form and 4th form classes.
   - X is always appropriately dressed for work, whether in class, out of doors or, at an NQT regional meeting.

8. Fulfil wider professional responsibilities
   - X is always appropriately dressed for work, whether in class, out of doors or, at an NQT regional meeting.
   - Attends religious assemblies and takes part appropriately.

Areas for development

1. Areas for development and specific objectives
   - Continue to have meetings with EALCO (Std 5, 8)
   - Try to develop better rapport with IB HL students (planned for next year).
   - Continue to have meetings with EALCO (Std 5, 8)

Part 2: Personal & Professional Conduct

Particular evidence observed

The NQT exhibits public trust in the profession and maintains high standards of ethics and behaviour, within and outside the school

Progress good

Evidence: Is a practising catholic but respects the catholic ethos and practices.

Areas for development

1. Areas for development and specific objectives
   - Continue to have meetings with EALCO (Std 5, 8)
   - Try to develop better rapport with IB HL students (planned for next year).

Examples of impact

Changes in attitude of A and M in year 10. The real determination that Joe has shown to overcome his problems.

Next steps

- Plan to continue meetings with EALCO (Std 5, 8)
- Continue to have meetings with EALCO (Std 5, 8)
- Try to develop better rapport with IB HL students (planned for next year).
Formal progress review meetings (continued)

任何形式审查, 高级示例

<table>
<thead>
<tr>
<th>Any other matters to note</th>
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</thead>
<tbody>
<tr>
<td>Assessment form comments need to be drafted by 12/12</td>
</tr>
</tbody>
</table>

Date of next Formal Progress Review meeting: Feb (pos Tue 5th)

I confirm that the above has been discussed and agreed

Date: 8/12
Signed: NQT X Tutor
Assessment

Writing the assessment
After the second review meeting of the term/period, you will write an assessment of your NQT, based on the evidence accrued over the term by them and by you. The assessment should be evaluative, i.e. give a clear indication of how and how far/how well your NQT is making progress.

You will be asked to comment upon each Standard in turn, and provide specific evidence for your judgement. You will also be asked to include areas for development/targets which you will lift from the NQT’s Action and Development Plan.

Summary of assessment forms
1. Formal Recommendation
There are 3 formal assessments. The first and second, plus any interim ones make an indicative judgement of your NQT’s progress. The (set) DfE wording for the school’s recommendation will be either, ‘The above named teacher’s performance indicated that he/she is making satisfactory progress against the Teachers’ Standards within the induction period,’ OR ‘The above named teacher’s performance indicated that he/she is not making satisfactory progress against the Teachers’ Standards within the induction period’.

In the final assessment the wording is either, ‘The above named teacher has performed satisfactorily against the Teachers’ Standards for the completion of induction,’ OR ‘The teacher named above has not performed satisfactorily against the Teachers’ Standards for the completion of induction’.

If this judgement is given, a school then has 2 choices: ‘This NQT has not met the induction standards and we wish to recommend failure,’ OR ‘This NQT has not met the induction standards and we would like to request an extension’. (please note, post completion extensions are only given rarely, and in extenuating circumstances).

On the second page of the (PDF version) assessment, the school has an opportunity to personalise their judgment a little in the section: ‘Overall progress made with both parts of the Standards’.

2. The overall statement of progress made against both parts of the Standards
i.e. How would you rate the NQT’s progress overall, against both parts of the Standards, during this induction period? This can be a phrase, a couple of words (‘good’, ‘very good’), or a sentence or two. Please do not answer ‘yes’ - this is not an evaluative statement.
3. Compliance
The second page of the form also asks you to confirm that statutory processes have taken place. As the form is signed by you, Head and the NQT, you must ensure that this information is accurate. Please check this part of the form most carefully before it is signed.

The school confirms the following have taken place:
• The NQT has received a 10% reduced timetable which is protected
• The declaration of prior induction has been completed and signed
• Professional development targets have been set and reviewed
• Half termly (or half period) review meetings have taken place and been minuted
• A formal end of period assessment meeting has taken place and been minuted
• The NQT is familiar with the Teachers’ Standards
• There have been (state number) formal observations of the NQT’s teaching during this period (min 2)
• The NQT has observed (state number) of lessons (min 2)
• Regular meetings have taken place between the NQT and Induction Tutor and been minuted
• The NQT attended an IStip regional meeting during this assessment period
• Any other support and monitoring

4. For each of the Standards in part I and II, please include:
• Specific judgement of progress. i.e How and how well is the NQT progressing?
• Evaluation, supported by specific evidence. How do you know this progress (or lack of progress) has been made? Your evaluation must be supported by examples of specific evidence
• Particular strengths. Identify any key areas of strength, backed up by specific evidence
• Evidence of progress between assessment periods. What key progress has been made from the last assessment period, towards meeting the NQT’s previous targets?

5. Areas for (further) development/objectives.
From the NQT’s ADP, list the targets set, reviewed, amended and met during this period/term of induction.

6. NQTs Making Unsatisfactory Progress
Section only to be completed if NQT is at risk of failure; i.e if you have stated in the recommendation on page 1 that satisfactory progress is not being made against the Standards (in which case IStip should have been separately notified). Please write “n/a” if NQT is not at risk.

7. NQT’s reflective commentary as to their progress
The NQT must add a reflective, analytical commentary on their own progress and that of their pupils, with reference to the Standards, their own targets, and the support they have received. For additional guidance see the Assessment Form exemplars - http://istip.co.uk/induction/the-induction-process/for-tutorsmentors/pro-formas/
The Assessment meeting

The Statutory guidance states that there must be an assessment meeting, which is discrete from, and additional to, the Formal Progress Review Meetings. So that this does not become a repetition of the recent 2nd Progress Review, we suggest that this meeting is brief, discusses the draft assessment, and checks the factual questions/information that will appear on the online form.

To that end, we have produced an Assessment Meeting Pro Forma (see below) which should be completed as a record that this meeting has taken place.

For information on uploading the assessment to the NQT Manager, please see the next section of this guide.

✔ Agenda/record sheet for formal assessment meeting
THE NQT MANAGER SYSTEM
The NQT Manager

At ISTip, we use the online NQT Manager system to manage the secure storage and sharing of induction information. User manuals to help you with the system can be found in the 'help and support' section of your dashboard. Information on the system and the GDPR can be found on the homepage of The NQT Manager.

You will be registered on the system either as the induction co-ordinator or as a tutor; there is no limit to how many people can be registered per school. An induction co-ordinator will have access to the records of all NQTs, even if they are not 'linked' to them as their tutor (the person who will complete the online assessments). The induction co-ordinator will be copied into all emails regarding all NQTs; they are also able to complete and sign the assessments on behalf of the tutor, and can amend the records for any NQT or tutor. A tutor will only be able to access and amend the record (and complete the assessment) for an NQT they are linked to; they will not be able to see the details of any other NQTs in the school.

NB If you are working with a subject or key stage tutor who will be responsible for the day-to-day running of induction, perhaps even reviews (and assessment), please add them to the system as a tutor and link them to their NQT. In this way, they will receive email updates and reminders from us. If you simply add them as a subject mentor on the registration form, this will not happen.

You will have already registered your NQT on the system; you can check this at any time by clicking on the grey ‘NQTs’ box at the top of the page, then ‘list of NQTs’ from where you can access (view) their records.

An NQT registration can have the following status:

- **Incomplete** – something is missing, or a section has not been saved – you will be prompted to complete the form
- **Not authorised** – ISTip will authorise all registrations.
- **Authorised** – ISTip has authorised the registration.

Once authorised, the NQT will receive an email with their login details and a request for them to log into the NQT Manager and agree to our data transfer and privacy agreement - this enables us to share their information with the TRA (to update their teacher record with them, as a starter and finisher), and also the ISTip regional centres; their details will not be passed on to any other organisation outside of ISTip.
The NQT Manager (continued)

The NQT’s overview is a summary of their details; from this page you can change any personal details, their tutor, or what they are teaching or their timetable (contract details). You can also upload any previous assessments using the ‘Documents’ section.

The ‘termly assessments’ section will show the status of any previous/due assessments. (NB sometimes, for part time NQTs, assessments become available too early/late – please contact IStip to amend should this be the case). You can also print or view any previous assessments here.

Assessments

When an assessment is due, you will be emailed and asked to complete the form online – you will also be prompted to complete them as soon as you log into the NQT Manager.

### Assessments that Need Completing

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Due</th>
<th>Date</th>
<th>Complete</th>
<th>Print</th>
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</thead>
<tbody>
<tr>
<td>Bill Smith</td>
<td>Due</td>
<td>12/07/2018</td>
<td>Complete</td>
<td>Print</td>
<td></td>
</tr>
<tr>
<td>Frank Smith</td>
<td>Due</td>
<td>20/12/2018</td>
<td>Complete</td>
<td>Print</td>
<td></td>
</tr>
<tr>
<td>Sarah Brown</td>
<td>Due</td>
<td>19/12/2018</td>
<td>Complete</td>
<td>Print</td>
<td></td>
</tr>
<tr>
<td>Alex Clark</td>
<td>Due</td>
<td>04/01/2019</td>
<td>Complete</td>
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<tr>
<td>Mary Jane</td>
<td>Due</td>
<td>22/10/2019</td>
<td>Complete</td>
<td>Print</td>
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</tr>
<tr>
<td>Anna Smith</td>
<td>Due</td>
<td>12/07/2018</td>
<td>Complete</td>
<td>Print</td>
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</table>
The NQT Manager (continued)

Adding a new tutor (key stage/subject mentor)
To add a new tutor, please click on the grey ‘tutors’ box at the top of the page, and then ‘create a tutor’ – once you have saved their contact information, they will be emailed their own login details.
To link this tutor to a current NQT, access the NQT’s record, and click on ‘Monitoring Tutor’ on the left hand side – you can then select the tutor from a pull-down list. This will enable them to complete the assessment form for their linked NQT (although you can still do this as coordinator).

Digital signature
When we refer to a ‘digital signature’ – this is in fact a digital ‘stamp’ which (legally) is considered the same as signing a paper copy. You must not give your login details to anyone else to sign on your behalf, and no one in the school should ever sign on behalf of the Head, as it’s the Head who has overall legal responsibility for induction. A digital signature is added by ticking a box when prompted, and saving.

Uploading Prior Assessments
(completed at other schools, with other Appropriate Bodies).
If your NQT has already completed prior periods of induction in another setting (and that school has not used IStip as its Appropriate Body), the assessments must be uploaded to the online NQT Manager, using the ‘documents’ tab on the left hand side of the NQT’s overview page. Click on the tab, ignore the warning about not uploading assessments here (the system means current ones), and follow the instructions. Other documents can also be uploaded here (this is more for overseas NQTs, and when we request additional information). Normally, there is no need to upload any evidence of the Induction processes to the online NQT manager.
The NQT manager (continued)

Assessment forms
As you complete the assessment, you will need to confirm the current term’s contract details (full or part time), to choose your recommendation (is or is not making satisfactory progress) and submit the number of days served (in this assessment period only, and only teaching days – not weekends or holidays).

On the next page, give an overall statement of progress (please do not answer simply ‘yes’ or ‘no), against both parts of the Standards and you will need to confirm that due process has taken place – reduced timetable, number of lesson observations and meetings. You will then write the main body of your report – there are 8 boxes for Part I of the Standards, there are 3 boxes for Part II of the Standards, a section to add targets, and a section for NQTs making unsatisfactory progress (if NQT is not at risk, please write N/A here).

You will then need to confirm contract details (timetable) for the next assessment period if the NQT is remaining at the school. If not, please provide us with either the new school’s details, or a home address for the NQT.

You cannot yet sign the form: once you have submitted it, an email will be sent to the NQT asking them to comment (which they must) and sign. Once they have done so, you and the Head will be emailed and will be able to log in and sign.

The form is only fully submitted once it has been signed by all three parties.

An assessment can have the following status:
• Due – the form is available for completion
• Overdue – this has not yet been completed by you, or has been completed by you but the NQT has not added their comment
• Needs digital signature – the form has not been signed by 1, 2 or all 3 signatories (usually the Head!)
• Needs review – the form is with IStip awaiting review (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 to every assessment we read; this email is confirmation we have accepted the form.

When the third assessment is submitted to us, we will confirm that the NQT has completed induction, and their status on the NQT Manager will change to ‘passed’.
At the end of induction

1. Final assessment completed and sent to IStip via NQT manager.

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

3. 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.

4. 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.

5. IStip send the Teaching Regulation Agency a list of all NQTs who have successfully completed induction. Emails to NQTs/letters to Heads from IStip will confirm validation of induction.

6. Within six weeks, certificates will be downloadable from the TRA. 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
The IStip quality assurance visit

As an Appropriate Body, we have a duty to assure ourselves that schools understand and are able to meet their responsibilities for overseeing NQT induction in their particular institution. We do this in part by visiting some 25% of each NQT cohort.

Visits take place from October half term until May half term (occasionally earlier and later) and are carried out by the team of quality assurance officers, and the staff at IStip head office.

Most QA visits are random, but we do prioritise schools who have never been visited, schools with multiple NQTs, and schools where tutors have indicated they would like to get additional support.

All schools where there are NQTs at risk will immediately get a visit, and sometimes two.

The visit

The visit is not an inspection!

Tutors report that they find the experience to be helpful and positive. We do not observe or judge the NQT because that role belongs to the school with all their professional expertise. Instead we check processes (for compliance with what is a statutory procedure), offer support to tutors and NQTs, and make what we hope are helpful suggestions.

We meet with all those involved in the process, and report back orally to the Head at the end of the visit. A written report, reiterating the verbal feedback, is produced and made available to the Head and Induction Coordinator via the NQT Manager system. To access reports (only the Head and named Coordinator can do this), click on the 'school' tab on the main dashboard after you have logged in, then click on 'documents'.
NQTs making unsatisfactory progress against the standards

The vast majority of NQTs pass induction easily, and with flying colours. However, in each cohort, there are a few who struggle, and for whom additional support and monitoring is required. These NQTs are deemed to be ‘at risk’ and in 2017-18, of a cohort of 1000 NQTs, 23 NQTs were named as such.

What to do if you believe your NQT is having more than a wobble

Please don’t give them the benefit of the doubt and assume it will all be OK in a few weeks.

4 practical things:

• **Tell the Head** (who is legally responsible for induction and has a duty to become actively involved in the process when an NQT is at risk, i.e by observing them).

• **Tell ISTip** - we can offer advice, support, and will arrange a visit (sometimes, talking it through can be enough in the first instance).

• **Tell the NQT** - this can be a difficult conversation to have, but the process must be transparent, there must be no surprises, and an NQT has a right to know there are concerns.

• **Read Section 4 of the Statutory Guidance** on ‘Unsatisfactory Progress’:
http://istip.co.uk/istip-updates/new-induction-guidance/

Then complete the ISTIP Action Plan (for an NQT At Risk). This will help you to diagnose the key issues, and to put in place the required additional support and monitoring.

How do you know your NQT is ‘at risk’?

There is no one reason why NQTs struggle, although common causes include behaviour management (Std 7), which is usually linked to subject/curriculum knowledge (Std 3); and planning and pace (Std 4); or to not having high expectations of the pupils (Std 1); and (in prep setting) planning and pacing (Std 4).

In Part Two, general concerns re: professionalism (dress, punctuality, manners) can all place an NQT in a “cause for concern” category. Behaviour leading to verbal or written warning should be communicated to ISTIP and will place an NQT immediately at risk of failure.
NQTs making unsatisfactory progress against the standards (continued)

Warning signs include behaviour problems seen which spread beyond one year group or class; an inability to adapt subject (or curriculum) knowledge to the demands of the class; letters of complaint from parents who wouldn’t normally complain; a failure to work well with a TA/collaboratively; an inability to learn from or take on board constructive criticism (or to reflect accurately on their progress).

Most NQTs who are at risk benefit from the additional support/monitoring and go on to pass their induction year.
FAQs

My NQT is a Boarding House Tutor so has a reduced teaching load. Will this affect the length of induction?
If an NQT (after the 90% has been calculated) is teaching fewer lessons than the ‘normal’ teaching load for a teacher at your school because they have significant pastoral or co-curricular responsibilities, then this may well affect the length of induction. We can count some of the time spent on non-teaching activities, but not all. Please contact us to discuss your NQT’s timetable.

My NQT is teaching some whole classes, but also 1:1 additional tutoring. Is this OK?
An NQT’s timetable is calculated on lessons taught, and an inductible post is one where an NQT is teaching whole classes regularly, and is responsible for the planning and assessing of them. 1:1 tuition may not count towards induction.

My NQT is on a temporary contract, covering a maternity leave, but it is likely that the permanent member of staff will return before the end of the year, and the NQT’s contract will end before induction is complete. What can we do about this?
If an NQT leaves the school with induction incomplete (even if this is only a matter of days), they have to serve a term in a new setting. However, if the school believes they are meeting the Teachers’ Standards (in the context of induction) fully, they can apply to IStip to shorten the length of induction, by up to 29 days. IStip will visit the school to validate both the statutory process and evidence of progress, and if the school is compliant and there is evidence that the NQT has met the Standards, a reduced period induction will be granted.

My NQT is leaving the school part way through an induction period: what do I do?
Please let us know and we will add an interim assessment to the system for you to complete.

My NQT is an experienced teacher: can they have a reduced period of induction?
Yes, if that experience is 5 or more years (of sustained school teaching) in duration. A school must apply to IStip for this reduction, in advance of the start date.

My NQT has been absent for nearly 20 days so far. Will this affect their induction?
The Guidance states an NQT can be absent for 29.5 days before an automatic extension to induction must be given. However, significant periods of absence are likely to impact upon progress and confidence. Please discuss this with us if you have concerns.

Why is it saying my NQT’s QTS has not been verified/that they have failed a QTS check?
This is usually one of two things:
1. Your NQT has not yet been awarded QTS/The Teaching Regulation Agency has not yet updated the record. The NQT must speak to the TRA directly about this, and will possibly also need to contact their ITT provider. (continued overleaf)
FAQs (continued)

2. The details (for your NQT) as entered onto NQT Manager are not correct, or do not match those held by the TRA (the NQT Manager links to NCTL automatically to check details). Please check that your NQT’s name, Teacher Reference Number, Date of Birth and date of QTS carefully. If you believe this to be correct, the NQT will need to call the NCTL.

TRA Number: 0207 593 5392

My NQT is leaving the school before induction is complete: what do I need to do?
If the NQT is going to another school that used ISTip as its Appropriate Body, they will need to be registered by their new school, then we can merge the records. NQTs must take hard copies of assessment forms with them. If the NQT is moving to another Appropriate Body, they must be registered by their new school with that body.

If the NQT leaves mid way through an assessment period, you will need to complete an interim assessment for the period of time served.

In all cases, there is a section of the form that must be completed for those leaving.

My NQT has completed 2 terms of induction at another school; do they have to be registered by me, and does induction start again?
All NQTs new in post should be registered with us. However, during the online registration process you will have the option to include details of prior periods of induction. Your NQT will then serve the remainder of induction in your school, and we will invoice you for a part of the whole fee.

Induction cannot start again, and it cannot be retaken.

My NQT isn’t quite meeting the standards: can their induction be extended beyond the year?
No. A post completion extension may only be granted in extenuating circumstances. For example, when an NQT has had significant absence (more than 29 days), or if a school has not followed due process.

My NQT trained with an international PGCE/Independent PGCE. Can they start induction?
No. These qualifications do not confer QTS.

My NQT is going on maternity leave. What do I need to do?
Induction is suspended while an NQT is on leave. When they return, they and the school decide if they wish to take maternity leave as time served - i.e let it count towards induction. The school should contact us prior to maternity leave commencing.
IStip contacts

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