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Welcome

As Chair of the Independent Schools Teacher Induction Panel I am pleased to commend this Guide 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!

Claire Robinson
Introduction to Induction

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.

Induction may not be restarted or retaken, so it is very important that you declare any prior induction you have served and give your school copies of all assessment forms (including interim reports). You will be asked to complete a ‘Declaration of Prior Induction’ by your school.

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
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 came 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

Your responsibilities

• Being an active participant in the process
• Taking responsibility for your induction
• Evidence gathering and recording – of your progress and its impact against 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 co-ordinator/tutor

• 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 Teaching Regulation Agency (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 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. The first session in the Autumn term is delivered by IStip and covers the processes of induction, what you need to do, and Part Two of The Standards.

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 for 2019-20 can be found on the following pages.
# 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 (Senior only)

## 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

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

EAST SUSSEX:
Brighton College

HAMPShIRE:
Hampshire Collegiate School

GLOUCESTERSHIRE:
Dean Close School

KENT:
Ashford School

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

You must be meeting both Part I and Part II of the Standards by the end of your induction.

- 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 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, they are aware of GDPR.
Evidencing The Standards

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.

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 meeting
- 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
Evidencing The Standards (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 also anything seen or heard
• It captures the teaching, learning, assessing, recording, planning/preparation, and involvement in the wider life of the school
• It shows the impact of your progress on pupil learning
• It is not a list of things you have done
• It is about outcomes

What is it for?

• To show your 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 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 (pages 17-19) 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.
Evidencing The Standards

Record of Induction

Planned and Secured Record of Induction 2019-20

All entries on this form must be handwritten

NQT

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 the form must be kept up to date.

Section A: Before Induction at this school begins

In the table below the initials of the NQT and the ITIP and the date confirm that the tasks referred to have been completed (as secured).

<table>
<thead>
<tr>
<th>Preparation for the Induction Year (must be done before the first induction period/term starts)</th>
<th>NQT initials</th>
<th>ITIP initials</th>
<th>Date task 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 Tri before closing date (as per NQT Manager)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQT has agreed to Tri’s Data Transfer Protocol/Privacy Policy (as per NQT Manager)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declaration of Prior induction has been printed off and signed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous assessments have been uploaded onto NQT Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional non-contact time has been identified in the NQT’s timetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of additional non-contact time has been explained to the NQT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQT Training times have been agreed, timetabled and processed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQT’s DfS materials have been downloaded and disseminated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check NQT is familiar with both parts of the professional teaching standards</td>
<td></td>
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</tr>
</tbody>
</table>

1. before induction begins complete this page
2. complete this in advance of the term beginning
3. sign and date when task completed
Evidencing The Standards

(continued)

Record of Induction

### Planned and Secured Record of Induction 2019-20

All entries on this form must be handwritten

<table>
<thead>
<tr>
<th>Section C: Term/Period 1</th>
<th>Start date:</th>
<th>End date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQT teacher</td>
<td>Tuteur teacher</td>
<td>Date planning completed</td>
</tr>
</tbody>
</table>

All the elements of Induction in the table below have been planned

<table>
<thead>
<tr>
<th>Compliance – what you have to do (must be planned at the start of term/period and assessed signed off when completed)</th>
<th>NQT teacher</th>
<th>Tuteur teacher</th>
<th>Date planning completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting initial developmental objectives and record on ADP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluation of the above lesson, and feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson observation of a colleague by the NQT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal process review and review of objectives (date of commencement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson observation of the NQT</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Formal process review and review of objectives (date of commencement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments and NQT seminars drafted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment meeting held (form checked and discussed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular meeting of regular plaque and feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence or/and regularly reviewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADP and target regularly reviewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(eg signed NQT meeting attended)</td>
<td></td>
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</tr>
</tbody>
</table>

### Planned and Secured Record of Induction 2019-20

All entries on this form must be handwritten

<table>
<thead>
<tr>
<th>Section D: Term/Period 2</th>
<th>Start date:</th>
<th>End date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQT teacher</td>
<td>Tuteur teacher</td>
<td>Date planning completed</td>
</tr>
</tbody>
</table>

All the elements of Induction in the table below have been planned

<table>
<thead>
<tr>
<th>Compliance – what you have to do (must be planned at the start of term/period and assessed signed off when completed)</th>
<th>NQT teacher</th>
<th>Tuteur teacher</th>
<th>Date planning completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting initial developmental objectives and record on ADP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluation of the above lesson, and feedback</td>
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<td></td>
<td></td>
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<tr>
<td>Lesson observation of a colleague by the NQT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal process review and review of objectives (date of commencement)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lesson observation of the NQT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluation of the above lesson, and feedback</td>
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<td>Regular meeting of regular plaque and feedback</td>
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<tr>
<td>Evidence or/and regularly reviewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADP and target regularly reviewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(eg signed NQT meeting attended)</td>
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</tr>
</tbody>
</table>
Evidencing The Standards

(continued)

Record of Induction senior exemplar
Evidencing The Standards (continued)

The evidence tracker is your chance to capture key pieces of evidence of your progress and its impact — 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 tutor, 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 tutor. It should not be a list of "have dones" or achievements; evidence should show progress and impact.

Teachers’ Standards – Evidence Tracker

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence* / your impact on pupils</th>
<th>Where/when evidence was found</th>
<th>Evidence validated/ discussed: Date / initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promote good progress and success by pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Encourage good behaviour and attitude towards learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Plan and conduct well-structured lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Adapt teaching to respond to the strengths and needs of all pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Plan rationale and production of assessment</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
Evidencing The Standards

(continued)

> Teachers’ Standards – Evidence Tracker continued

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence* / your impact on pupils</th>
<th>Where/when evidence was found</th>
<th>Evidence validated/reviewed Date / initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage behaviour effectively to create a good and safe learning environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfil wider professional responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Don’t forget – evidence can be tangible – i.e. something new or tried by NQT or Tutor

---

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence* / your impact on pupils</th>
<th>Where/when evidence was found</th>
<th>Evidence validated/reviewed Date / initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold professional role that is adult centred and promotes the school’s and student’s high standards in their own attendance and punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has an understanding of and shares our school’s behaviour frameworks within our own professional roles and responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Don’t forget – evidence can be tangible – i.e. something new or tried by NQT or Tutor

---
# Evidencing The Standards (continued)

**Teachers’ Standards – Evidence Tracker senior exemplar**

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence*/your impact on pupils</th>
<th>Where/where evidence was found</th>
<th>Evidence validated/dismissed Date (if/enters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good, high achievement which means increased challenge people</td>
<td>YTS really going well. Donna said I’m ‘on fire’ after all the hard work of some revision. Group-work with Y7 is going well – presentations not to last class were planned by everyone involved.</td>
<td>YTS teacher report summary</td>
</tr>
<tr>
<td>2</td>
<td>Promote good progress and outcomes for pupils</td>
<td>Y1 and Y7 teams need to work hard – they are progressing, need to work harder</td>
<td>Teacher notes (12/8/19)</td>
</tr>
<tr>
<td>3</td>
<td>Develop the subject and curriculum knowledge</td>
<td>How much time did the reading room in Y10 have to read, from Veloro/Yearbook. Teaching resources in location very useful.</td>
<td>Teacher notes (12/8/19)</td>
</tr>
<tr>
<td>4</td>
<td>Pupil much well developed learners</td>
<td>Very much improved. Teaching methods better (both ACP targets)</td>
<td>Teacher notes (12/8/19)</td>
</tr>
</tbody>
</table>

Good relation with parents and headteacher

#### Evidence Tracker 2019 - 20 Senior exemplar

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence*/your impact on pupils</th>
<th>Where/where evidence was found</th>
<th>Evidence validated/dismissed Date (if/enters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Support and encourage pupils to develop independence</td>
<td>Y7 and Y8 seem so required well to complete their homework and to read more.</td>
<td>Y7 and Y8 teacher notes (12/8/19)</td>
</tr>
<tr>
<td>6</td>
<td>Make accurate and produce productions of audiences</td>
<td>Spark out similar points before lesson plans, is much appreciated and includes a. Phases better start to lesson too</td>
<td>Teacher notes (12/8/19)</td>
</tr>
<tr>
<td>7</td>
<td>Manage behaviour and time effectively</td>
<td>Sometimes our Y10 families are a lot more difficult and want to see more.</td>
<td>Teacher notes (12/8/19)</td>
</tr>
<tr>
<td>8</td>
<td>Full-time professional responsibilities</td>
<td>Teachers really feels in good.</td>
<td>Teacher notes (12/8/19)</td>
</tr>
</tbody>
</table>
Evidencing The Standards
(continued)

Teachers’ Standards – Evidence Tracker senior exemplar

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence* / year impact on pupils</th>
<th>When/where evidence was found</th>
<th>Evidence validated / observed: Date / Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr.</td>
<td>Pupil talk in the classroom and responses of NQT to feedback.</td>
<td>Comments by DM (2/10 email)</td>
<td>D10 IT</td>
</tr>
<tr>
<td>Pr.</td>
<td>Pupil talk in the classroom and responses of NQT to feedback.</td>
<td>Comments by DM (2/10 email)</td>
<td>D10 IT</td>
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<td>Comments by DM (2/10 email)</td>
<td>D10 IT</td>
</tr>
</tbody>
</table>

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

Page 3
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 tutor
• 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, 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 by considering your progress and development over the period. The meeting is 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 pages 17-19 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**

<table>
<thead>
<tr>
<th>Action/Development Plan (ADP) 2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQT: [name]</td>
</tr>
<tr>
<td>Area for Development – Related to Teachers’ Standards</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

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

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>Area of Development</th>
<th>Induction Team (area)</th>
<th>Support arrangements – activities, people or help you before program</th>
<th>Success criteria – what are you looking for?</th>
<th>Dates discussed reviewed</th>
<th>Goals target met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of assessment (...)</td>
<td>6/19</td>
<td>observe other teachers who have experience with IAD, discuss IAD and TA and mark the criteria with TA to support them</td>
<td>make sure IAD is in evidence and all criteria are used</td>
<td>2/10, 6/12</td>
<td>4/1</td>
</tr>
<tr>
<td></td>
<td>6/19</td>
<td>give pupils more feedback about their achievements and get them to respond</td>
<td>make sure teacher is clear of the strategy</td>
<td>2/10, 6/11, 10/12</td>
<td>10/12</td>
</tr>
<tr>
<td></td>
<td>6/19</td>
<td>help pupils to learn how to self-assess</td>
<td>make sure feedback is always useful</td>
<td>2/10, 6/12</td>
<td></td>
</tr>
<tr>
<td>Communications with parents and with colleagues (...)</td>
<td>11/10</td>
<td>increase the discussion about the children’s progress</td>
<td>make sure discussion is clear and useful</td>
<td>2/10, 6/12, 11/10, 10/12</td>
<td>11/10</td>
</tr>
<tr>
<td>Recognition and reward for achievements and progress can be made by other colleagues (...)</td>
<td>11/10</td>
<td>make sure SAMO, meet with As and briefly discuss children being a TA within teams</td>
<td>make sure outcomes are achieved and progress is noted</td>
<td>2/10, 6/12, 11/10, 10/12</td>
<td>11/10</td>
</tr>
</tbody>
</table>

Use additional sheets for additional areas for development and the objectives within these 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. 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 17-19 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? And 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.
3. What progress can we record here?
4. Check on targets and evidence.

5. What would you like to take forward/concentrate upon?
6. Record any issues/things you need to bear in mind.

---

**Regular Meeting Agenda/Minutes 2019-20**

- **Meeting Date:**
- **Tutor Name:**
- **NQT Name:**

**Headstart made with these points from last meeting:**
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? And 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.
3. What progress can we record here?
4. Check on targets and evidence.

**Use all additional non-contact time:**
- Have you observed others or been observed?
- Have you updated ACP or tracker, written self-evaluations, reflection etc.; web-planning, meeting, etc.

**Any enhancement undertaken or planned:**
- E.g., consulting with specialist colleagues (e.g., SENCO; ICT); visits to other schools; CPD; wider reading (NIST).

**What have we come to/from things you have done:**
- Has it been identified/ discussed/is emerging.

---

**IStip Induction Guide for NQTs 2019-20**

Page 29
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 tutor 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 17-19 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. What did you see in pupil behaviour and learning?
4. You will meet with the observer to discuss the observation (using your self-evaluation also) — this section will include notes from that meeting.

5. What do you need to work on to improve?
Lesson Observations of You (continued)

Self Evaluation senior exemplar

THE PROCESS

Self Evaluation of NQT’s lesson 2019 – 20 Senior Exemplar

| NQT Name: X | Date of observation: 3/11 | Year group: VS |

1. What was the agreed focus of this observation?
   Subject knowledge (TSK) and Cornerstones teaching methodology of lessons (TMA and ADF if ast)...

2. People learning – programme’s programme? Evidence of how:
   By the end of the lesson the children had a practical understanding of two different perceptions – the long pavement and the short pavement. I felt that the work was completed in time and the children had understood the concept.

3. Context on effectiveness and outcomes of different activities:
   The group work was effective in that a lot of reasoning was being used. It had been planned to use more of it but it wasn’t. Perhaps I could have summarised points at the end of the activity.

4. Teaching strategies – reflect critically, what did you do well and so well? Class, position, knowledge...
   Because of the nature of the ‘trail’ activity the children were not encouraged to speak up. I saw them ‘head-down’ too much (could have been untaught and encouraged to use the lesson as effectively as possible).

5. Behaviour management (TSR): Not that the start of the lesson was too fast, but then you had the trail Talk and they were excited, but...
   After some questions and praise we felt the need to slow the lesson down a bit..

6. Professionalism (PR): Did the teacher explain what happened well? did the teacher explain well? Did any other students or children understand?
   The teacher explained what happened well and it was clear to the children.

7. Action points: What do you think would make the lesson in relation to the focus of the observation and indicate possible strategies for future learning. (where necessary) Significant development plan (SDP)...
   Overall the planning was effective but I think it could have been more structured.

Subject knowledge also ok. Glad I was able to discuss ‘why’ my suspicion.Harder than I thought it would be.

Reflective note – I’ve found some points with lesson start and perhaps I need to think more and plan these better rather than assuming that it’s ‘tried and tested’.

Date evaluation written: 3/11 | Signed NQT: X | Signed Observer/Teacher: YYW

The ‘Teachers’ Standards are printed correct.
Lesson Observations of You (continued)

- Self Evaluation junior exemplar

**Self-Evaluation of NQT’s lesson 2019-20 Junior Exemplar**

NQT Name: [Redacted]  
Class of observation: 7R1  
Year group: 7

1. **What was the agreed focus of this observation?**
   - The focus of the lesson was to improve students' understanding of fractions. The aim was to ensure that students could apply their knowledge of fractions to real-life situations.

2. **What evidence did you use?**
   - The evidence used included students' workbooks, class discussions, and personal observations.

3. **What was your overall impression of the lesson?**
   - The lesson was engaging and students were actively involved in the activities.

4. **What improvements could be made to the lesson?**
   - The lesson could benefit from more interactive elements, such as group work or hands-on activities.

5. **What were the strengths of the lesson?**
   - The lesson was well-structured, with clear objectives and a good pace.

6. **What were the areas for improvement?**
   - The lesson could benefit from more opportunities for students to practice their skills in a more practical setting.

7. **What were the challenges faced during the lesson?**
   - The lesson presented some challenges, particularly with students who struggled with the concept of fractions.

8. **What were the positive aspects of the lesson?**
   - The lesson was well-planned and delivered, with clear explanations and opportunities for practice.

9. **What feedback did you give to the students?**
   - Feedback was given in a constructive and supportive manner, with suggestions for improvement.

10. **What were the next steps for the students?**
    - The next steps were to continue practicing fractions in different contexts and to build on the skills learned in this lesson.

11. **What were the next steps for you as the teacher?**
    - The next steps for the teacher were to reflect on the lesson and consider how to improve future lessons.

---

**Teachers’ Standards**

1. **Be clear about your expectations.**
2. **Set clear goals and objectives.**
3. **Provide feedback and support.**
4. **Monitor progress and adjust plans as necessary.**
5. **Promote a positive learning environment.**
6. **Support students’ development.**
7. **Encourage students to take responsibility for their learning.**
8. **Maintain a professional and ethical approach.**

---

IStip Induction Guide for NQTs 2019-20

Page 30 of 33
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 17-19 of this booklet).

IStip form for Observing Others
Formal Progress Review Meetings

(Where your tutor or co-ordinator 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 captured 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. Please spend some time before this meeting preparing for it. Consider your progress and development and the evidence that backs this up. Consider your progress against your targets to date as well.

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 17-19 of this booklet).
Assessment and Judgements

At the end of each term or period of formal 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.

There are 3 formal assessments
The first and second, plus any interim ones make an indicative judgement of your 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’.

Compliance
The third page of the form also asks the school to confirm that statutory processes have taken place. As the form is signed by the Tutor, Head and you, you must ensure that this information is accurate. Details about this can be found on the next page.

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.
Assessment and Judgements (continued)

School statement of NQT’s progress and compliance with the statutory progress.

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

Evaluation

The form will detail the school’s evaluation of your progress against each Standards in Part 1 and Part 2. Evidence to support the judgements must be cited, as well as current targets/ objectives. The form must be written by the school.

Your part of the form

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.

Sometimes NQTs have wobbles. However, if this wobble turns into something more serious, the school (and you) has to take action.

You should be told of the school’s concerns; why they have them; what evidence there is; which Standards are a problem. An Action Plan (with shorter term, specific targets) should be completed, and ISTip will conduct a visit to the school to offer support to all parties.

Unsatisfactory progress can be against either part, or both parts of the Standards.

If you have any concerns about your progress, talk to your Tutor in the first instance. You can also contact us for advice and guidance.
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. User manuals to help you with the system can be found in the 'help and support' section of your dashboard. Information about the system and GDPR can be found on the homepage of the NQT Manager.

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 IStip's data transfer and privacy policy which enables us to share your details with the TRA 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 formal 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:**

![Form screenshot](image)

Please refer to the section 'assessment' (page 36) 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
- **With appropriate body** – 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 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.

Within 48 hours, 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
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 wording which says ‘log in’ is a link allowing you to reset 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 Teaching Regulation Agency 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 TRA 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 TRA 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 29.5 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. (cont’d overleaf)
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 IS tip.

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 IS tip. 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 IS tip 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. The school will need to contact us prior to maternity leave commencing.
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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