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Key contacts

Local Authority Co-ordinator for induction of NQTs.
Ian Lindsay
Tel: 01234 276680
Email: ian.lindsay@bedford.gov.uk

Local Authority Contact for NQTs
Judith Lovely
Tel: 01234 276594
Email: judith.lovely@bedford.gov.uk

NQT Administrator
Rebecca Olney-Ogden
Tel: 01234 276792
Email: rebecca.olney-ogden@bedford.gov.uk

NQT HR Contact
Sarah Fuller
Employee Resourcing Manager
Tel: 01234 228084
Email: sarah.fuller@bedford.gov.uk
Introduction

Key Dates

**Autumn Term 2020**
- 7 September 2020 - term begins
- 3 & 4 September 2020 - training days
- 26 - 30 October 2020 - school holiday
- 2 November 2020 - training day
- 18 December 2020 - term ends

**Spring Term 2021**
- 5 January 2021- term begins
- 4 January 2021 - training day
- 15 - 19 February 2020 - school holiday
- 26 March 2020 - term ends

**Summer Term 2021**
- 13 April 2021 - term begins
- 12 April 2021 - training day
- 3 & 31 May 2021 - bank holiday
- 31 May - 4 June 2021 - school holiday
- 21 July 2021 - term ends

**Training Dates 2020 - 2021**
Training dates for 2020 - 2021 can be found on the Bedford Borough Council web site

**NQT Assessment Submission Dates**
*These dates apply to NQTs who are full time and begin induction in September 2020.*
- Assessment 1: 11 December 2020
- Assessment 2: 19 March 2021
- Assessment 3: 16 July 2021

Welcome

Dear Colleague

I am delighted to welcome you to Bedford Borough and to your first teaching post. You will go on to be a positive influence on the lives of may children and young people throughout your career. Thank you for choosing to be a teacher.

Your first year of teaching will no doubt be exciting, demanding, exhausting and rewarding. It should also be the start of a lifelong commitment to learning for others which will reflect on your own performance.

Your induction period is designed to give you support, encouragement and challenge. You will build on the skills and knowledge you have acquired through your QTS training, through observation of others and the feedback from colleagues and pupils in your school. At the end of each term you will be assessed against the NQT standards and you will be given clear feedback and targets that support you in your development.

Advice and support is available from your Head teacher, your Induction tutor, colleagues in school and from the School Improvement Team, including Ian Lindsay who is responsible for all NQTs and their induction in Bedford Borough.

I wish you all the very best and hope that you will be happy and successful in your new career here in Bedford Borough.

Ben Pearson
Chief Officer for Education, SEND
and School Infrastructure
Welcome to your new career and first teaching post! Hopefully this is an exciting prospect for you but it can also be daunting to go into a new situation where you know that colleagues, pupils, parents and not least yourself, expect a great deal of you. However, every teacher has gone through this stage and whatever size and type of school you find yourself in, people will be supportive and willing you to succeed.

There will be lots of things to remember in the early stages, so we have provided checklists for you to tick off at various stages in your Induction period. There is usually a checklist at the end of each section to help you summarise what you need to have done.

1. Before your first day teaching

The more time you can spend finding out about the school before you begin, including spending time at the school, the better. Such opportunities are likely to be of great value in helping you to make a good start by removing many of the uncertainties. If you have a main teaching room of your own, try to spend some time making a personal mark on it before the term begins. You will be sending countless positive messages to your pupils if you do this, and you will feel more at home in an environment you are happy with.

There will be a wealth of documentation for you to read. Some of this you will be able to make little sense of until you get into your school. It’s worth skim reading as much as possible, though, to get a general picture of what’s to come, but be prepared for there to be alterations to any documentation, in September. There may have been last minute changes in your timetable or your class lists. It will be helpful to obtain as much of this as you can in electronic form – or to convert it to electronic form. This will then make it relatively easy to make changes as they occur.

Your new school may ask you for your Career Entry and Development Profile. Make sure you have completed Transition Point 1 of this document before you finish your training this summer.

However, don’t go over the top – you can be over-prepared – many things can get sorted out once you have started.
Getting Started

✓ Checklist
Before your first day have you…

- Established a named link with the school (preferably your Induction Tutor) whom you can contact?
- Obtained copies of your class lists and basic information about children, such as previous teachers’ assessments, test scores, special needs, medical information?
- Obtained details and timings of the school day, assemblies, playtime, registration, arrangements for lunch?
- Obtained a copy of your timetable, including information about timings for the first day of teaching (which are often different to the usual timings)?
- Familiarised yourself with the Teachers’ Standards for Induction?
- Read the school dress code?
- Established an understanding of the basic geography of the school (essentials are your classroom(s), the staff room and toilets)?
- Identified the location of resources and procedures for using, booking, borrowing them?
- Skim-read copies of important documents (good holiday reading!)? Key documents include:
  - staff handbook
  - NQT policy
  - Non curricular policies
  - long and medium term lesson plans.
2. The First Day
First impressions really do count! Your pupils will be looking for clues about what you find acceptable in the classroom. Now is the time to set a standard for the year. Although you will deliver this in your own way, it will help if you have knowledge of the school’s behaviour and discipline policy. Having a clear idea of a code of conduct for your own classroom is important, but you will need to communicate this effectively to your pupils. You should spend some time with an experienced colleague discussing how best to do this in your particular school.

Be as prepared for lessons as possible. At the beginning of the school year there are many interruptions to normal lessons, and you should remember that the first few days are for you to get to know and assess your children - do not overload them or yourself. However, try to make lessons as purposeful as possible. It may be necessary to be flexible, so have a few ideas ready as back-up.

Have a notebook handy to jot down all important information you may be given about pupils, routines, meetings, things to do and so on – there may be a lot to remember.

3. By the end of week one
The dust has settled, you’re looking forward to being able to sleep all day on Saturday, and the last thing you want to think about is school. Spend a little time reviewing where you’ve got to. If you can’t answer positively to all of these questions, you need to talk to your school urgently next week.

✅ Checklist
At the end of the 1st day have you...
- Established a clear idea of a code of conduct for your classroom?
- Discussed with an experienced colleague strategies for communicating this to your pupils?
- Dressed according to the school’s dress code?
- Prepared your class lists and lesson plans for the day?
- Prepared a few ideas as back-up?
- Brought a note book to use as an aide mémoire?

✅ Checklist
By the end of week one have you...
- Met or arranged your first meeting with your Induction Tutor?
- Been offered the opportunity to go on the Borough NQT course or similar provision within the school?
- Established when your non-contact time will be next week and what you are doing during that time?
- Read the school’s NQT policy/handbook?
- Joined a Professional Association?
4. As the induction year progresses

It is difficult for anyone to advise you on the length of time it will take for you to feel part of the school but it is particularly important to establish routines and contacts during these early weeks. Don’t be afraid to ask relatively simple questions about the school and try not to be too self-critical. If you have any concerns at this stage, talk to relevant colleagues about them before they develop into substantial worries.

Once you begin to come to terms with your class(es) and the resources you require, you will soon be able to discuss with colleagues the needs of your pupils and the progress they are making. Conversations of this kind can be reassuring as they help to form the basis of your professionalism. For example, your anxiety about a particular pupil may lessen when more experienced teachers express a similar point of view to your own. It is important that you strive to achieve a balance between being over-critical of yourself and complacency.

Judgements are difficult to make without resorting to anecdotal experiences of the classroom; the more opportunities you find to be involved in discussions with colleagues and to observe others teaching, the more confident you will become. Those who work closely with you as a team are especially important in this process. As a general rule, you should try to observe other teachers at least as often as you yourself are observed during your induction year. It would be normal to be observed at least twice a term during your induction year. These should be agreed with your Induction Tutor at the beginning of each term.

If you have a serious concern you may wish to discuss with your school the possibility of contacting the Local Authority Co-ordinator for induction of NQTs, Ian Lindsay.

(See Key Contacts page at front of book)
Getting Started

If you are suffering from stress you can make use of the free national helpline for confidential advice: www.educationsupportpartnership.org.uk
Tel: 0800 0562 561.

5. Working with parents

Another area you may need help with is how to approach parents. If you are writing letters to parents it is best to get your Induction Tutor or Head teacher to check them before they go home. Your school may have one or a number of policies regarding contact with parents. However, sooner or later you will be meeting them. Parents are often more nervous about meeting you than you are of meeting them, but you may find it useful to read this checklist on this page and review it after your first parents’ evening.

✔ Checklist

For meeting parents

- Do you know their names? – they can be different from their children.
- Be honest about their children’s work and behaviour.
- Alert parents prior to the evening about serious concerns. Don’t wait until parents’ evenings to drop a ‘bombshell’.
- Before your first parents’ plan with your Induction Tutor to spend some time talking about procedures, types of questions you will be asked, work you may need to show them, test results etc.
- If you are anticipating problems ask another experienced teacher to attend the meeting with you.
- Try to observe experienced teachers in meetings or discussions with parents in order to pick up strategies prior to your first meeting.
Induction

The main purpose of the induction period is to provide a link between your training and your work as a fully qualified teacher. You have already achieved Qualified Teacher Status (QTS) and in the next phase of your development you need to meet the Teachers’ Standards as set out in the DfE guidelines.

1. Roles and responsibilities

Under normal circumstances your induction will last one year. For newly qualified teachers in part-time or temporary employment it is equivalent to a full year’s service but posts only count towards this total if they are at least one term’s duration. If this is the case the school must provide an induction programme, whether you are employed directly by the school or through a supply agency. You can complete induction in more than one school by aggregating periods of service, providing you meet these conditions. At the completion of induction you will join the school’s appraisal programme.

The Statutory Guidance and Teachers’ Standards provide clear guidance on the respective responsibilities of schools, Local Authorities and you yourself as a newly qualified teacher, in order to ensure that you have the best possible opportunity of making a successful start to your teaching career.

In summary:

The Local Authority, as the Appropriate Body, is required to ensure that schools are meeting their responsibilities for the induction of NQTs and to decide, in the light of the Head teacher’s recommendation, whether an NQT has satisfactorily completed the induction period.

The school where you work must provide you with:

- a suitable teaching post that is well matched to your training experience;
- a reduced timetable (90% of the usual teaching load – in other words that of another colleague in your school who does not have any extra responsibilities. Note that this is in addition to PPA time);
- a designated Induction Tutor who will provide significant support and advice;
- an individualised and structured induction programme which includes:
  - regular observation of your teaching by other colleagues; eg half termly
  - regular opportunities for you to observe experienced teachers; eg twice termly
  - regular discussion and review of progress with your Induction Tutor; eg weekly moving to fortnightly
  - professional development opportunities to help broaden your experience and expertise;
- a rigorous termly assessment of your progress based on first hand evidence.

It is generally good practice to keep a simple record of all meetings and observations held in connection with induction. This is for the protection of both parties if problems arise. It will show the extent to which support has been offered and taken over the induction period and, as such, is strengthened by regular signing and dating by both the NQT and the Induction Tutor. Two copies may be kept, but the document should be seen as confidential. The Head teacher or the visiting NQT Lead may wish to view this evidence.
The Teachers’ Standards which you must meet by the end of your induction period are set out on pages 33 - 42.

This information is available on the DfE website and their guidance contains helpful examples of the kinds of things you can use to show how you meet the Standards.

✓ Checklist

Half way through your first term have you:

- Established how long your induction will be (part time NQTs)?
- Got a reduced timetable? (90% of the usual teaching load – in other words, that of another colleague in your school who does not have any extra responsibilities).
- Got a designated Induction Tutor who will provide significant support and advice?
- Got an individualised and structured induction programme?
- Been observed teaching by your Induction Tutor or an experienced teacher?
- Made arrangements to observe experienced teachers?
- Taken professional development opportunities to broaden your experience and expertise (both in-house and externally)?
- Set up a file, where you keep records of all meetings, notes and observations connected to your induction?
- Familiarised yourself with the Teachers’ Standards for induction?
Induction

Support in your first year

There is a range of different levels of support that you can access in your first year:

- In your school, there are designated members of staff who have responsibility to oversee your progress.

- The NQT Professional Study Group enables you to meet and share good practice and explore a range of whole school issues relating to your role in school. The group meets termly and the dates and venues are published at the back of this handbook along with booking details.

- A newsletter goes out to schools once a term to update you with the latest information about NQT induction. We also send a copy directly to each NQT as well as putting a copy on the NQT Section of Bedford Borough Council’s website.

- NQTs are encouraged to visit another school at some stage in the year. We run an NQT Exchange programme across our schools. Speak to your Induction Tutor or contact Ian Lindsay for further details.

- We have arranged for a contact person who you can make use of if you need to discuss any aspect of your induction year with someone outside the school who is not involved in your assessment. Judith Lovely tel: 01234 276594

- All the professional associations offer support and advice to NQTs. You will find contact details on page 22. It is strongly recommended that you join a Professional Association.

- There is a free, confidential counselling support service called Education Support Partnership, which is available to all teachers. Phone 0800 0562 561 or visit www.educationsupportpartnership.org.uk
Induction

2. The Career Entry and Development Profile (CEDP)

The Career Entry and Development Profile provides a bridge between your Initial Teacher Training and your first post. It may have a role in providing a structure to help plan and monitor your ongoing professional development during the induction period.

The information in the profile is intended to help your school to:

- allocate you to classes, groups and duties which take account of your strengths and development needs;
- draw up an initial action plan for induction taking account of your own targets, targets identified by the school, and any national initiatives; and
- plan, monitor and support your professional development throughout your induction period.

The profile is intended to help you to:

- target and address your own development needs more accurately and systematically;
- build on your strengths during the induction year; and
- take responsibility for your own professional development from the beginning of your career by establishing the practice of target setting and review, and by establishing a good foundation for performance management.

The CEDP should be seen as a working document that changes throughout the year as skills develop and further needs emerge in relation to completion of the Induction Standards. You will have completed Transition Point 1 at the end of your training course to summarise the strengths and priorities for further professional development that were identified at the end of your training. Make the CEDP available to your Head teacher and/or Induction Tutor as early as possible in the term.

Shortly after you take up your post, you will meet with your Induction Tutor to discuss your profile, agree targets and write action plans for the beginning of your induction period. These should be recorded on Transition Point 2 of the profile. They will be individual to you, based on the priorities identified in Transition Point 1 and on the demands of your first post.

Targets need to be realistic, achievable within the time scales set, and supported by clear success criteria to enable your progress to be monitored and reviewed. They should also have an appropriate element of challenge. Target setting can be difficult but it is worth spending time and effort on agreeing good targets, as they will form the foundation of a successful year. Reviews of progress with your Induction Tutor should take place at half termly intervals if you are working full time.

If you feel this system is not working satisfactorily, you should discuss this with a colleague in school, the named person for your school or perhaps an association representative.
Induction

3. The Induction Tutor

As a newly qualified teacher you are entitled to a programme of support, monitoring and assessment. This is the responsibility of your Induction Tutor, an experienced colleague appointed to work closely with you during your induction in order to provide professional support and systematic assessment of your progress. Training is usually provided to new Induction Tutors either in-house or by the Local Authority. In some schools the support and assessment functions may be split between different colleagues. Find out if this is the case in your school and the names of those colleagues involved.

The Induction Tutor will provide support for you by:

- meeting with you shortly after you take up your post to agree a set of targets and an action plan for the beginning of the induction period;
- being available to provide you with frequent advice and support as necessary;
- organising and co-ordinating the elements of your induction programme, including:
  - meeting regularly with you, formally and informally, to discuss your progress;
  - observing you teach and providing appropriate advice and feedback;
  - making arrangements for you to observe other colleagues;
  - formally reviewing your progress against the Teachers’ Standards each half term and setting new targets;
- maintaining accurate records of the activities and outcomes of the induction programme;
- providing a programme for your non-contact time.

The Induction Tutor (or other colleague) will assess your progress:

- termly, measuring your progress systematically against the Teachers’ Standards at a formal review meeting;
- ensuring that judgements are fair and based on sound evidence of your teaching.

The work of the Induction Tutor, and your relationship with them, is crucial to the success of the induction programme. An effective tutor should become an experienced, trusted and critical friend, able to give you empathetic pastoral and professional support.

✓ Checklist

In relation to your Induction Tutor have you...

- Established good relations?
- Set up regular meetings (we recommend at least once a fortnight)?
- Observed your Induction Tutor teach with time for feedback?
- Been observed teaching by your Induction Tutor and been given written feedback?
- Agreed dates for the end of term reviews on your progress?
4. The Induction Programme

The school employing you must provide you with an individual induction programme which includes:

- **easy access to a designated Induction Tutor who will:**
  - manage your induction programme;
  - provide ongoing support;
  - review and assess your progress;

- **regular observation of your teaching which:**
  - includes constructive oral and written feedback;
  - is focused on areas of individual need in relation to the Teachers’ Standards;
  - may include other colleagues observing you in addition to your Induction Tutor;

- **opportunities for you to observe experienced colleagues teach in order to:**
  - enable you to compare practice in different classrooms, departments and schools;
  - help you develop a wider repertoire of teaching strategies;
  - assist you to develop a wider understanding of different age groups, areas, subjects etc.

- **a formal review of your progress at half termly intervals throughout the induction period which:**
  - uses the Teachers’ Standards as the basis for discussion;
  - include an agreed agenda of other professional topics as appropriate to the school and the NQT;
  - is informed by written evidence based on observations of your work and that of your pupils;
  - acknowledges progress made, sets clear targets and identifies any further support required;
  - is accurately recorded and copied to you.

- **other opportunities for professional development which:**
  - are based on your strengths and areas to develop as they emerge during the year;
  - enable you to participate in any relevant school based Inset;
  - help to familiarise you with school procedures, for example, for parental consultation, assessment and record keeping, and organising visits;
  - provide opportunities to meet with the SENCO to develop a better knowledge of special educational needs;
  - include opportunities to attend external in-service training, including the induction courses offered by the Local Authority;
  - may include training for future responsibilities towards the end of the induction period.

✅ **Checklist**

**Your induction programme**

- Is it individual to your needs?
- Does it allow you to be observed by a range of different colleagues?
- Does it allow you to observe a range of different colleagues?
- Are there formal, half-termly reviews built in?
- Does it allow you opportunities for professional development within the school (for example by talking to SENCO, governors, educational psychologists)?
- Does it allow you opportunities for professional development outside the school (for example by networking with other schools, attending courses)?
**Induction**

**Practical Advice**

The induction year needs to be well planned to ensure that you are able to grow and develop in your professional skills. Ideally, each of the elements of the induction programme should be taking place throughout the year so that you have a balanced programme in which each experience reinforces and consolidates previous opportunities. It is important that any particular strand is not left until the end of the period or concentrated at one time of year if you are to gain maximum benefit.

Within this integrated approach, however, it is essential that more intensive support is provided to you during your first few months of teaching. For example, meetings with your Induction Tutor, and observations of your teaching, should be more frequent in the earlier months to ensure that you make good progress from the beginning and are not left floundering. Early observation of your teaching by the Induction Tutor will also help to confirm or amend the targets agreed and to provide early diagnosis, support and intervention if required. The first observation should take place within the first four weeks of your employment.

Some larger schools are able to provide a generic induction programme to their newly qualified teachers. However, this should be additional to, and not instead of, an individualised programme.

**The use of non-contact time**

Newly qualified teachers should only teach up to 90% of the usual timetable. This recognises the need for new teachers to have quality time for their induction programme. It is important to make best use of this time by carefully planning your induction activities with your Induction Tutor.

In particular, the induction non-contact time should be used to:

- meet regularly with your Induction Tutor;
- meet with other colleagues for example, SENDCO, educational psychologist, governors;
- enable you to observe teaching in other classrooms;
- work alongside other teachers when necessary;
- track pupils through different age groups and/or subjects;
- hold the half-termly review and termly assessment meetings;
- attend training and development opportunities.

**Top Tip**

Try to avoid using your NQT time for planning, preparing lessons and marking work. Your PPA time is allocated for this purpose.

NQTs are entitled to both a 10% reduction in timetable and PPA time. It is important to recognise that these timetable reductions are for different purposes and should be clearly identified.
It is important for you to have opportunities to meet with other new teachers and to benefit from as wide a range of training as possible. Details of the induction courses that the Local Authority organises are at the back of this booklet. It will be necessary for your school to make a booking for you to attend these courses. Your school’s CPD Co-ordinator will be able to do this for you.

We recommend that you discuss which courses are most relevant to attend with your Induction Tutor. These provide valuable advice on important issues such as induction requirements and classroom management. Additionally, these courses provide good opportunities to meet Local Authority Education advisers and lead teachers to discuss any concerns and issues with them, and to share your early experiences and developing practices with newly qualified teachers in similar circumstances.

You will be aware that you need to complete induction satisfactorily in order to remain eligible to teach in maintained schools beyond your induction period. Although you have already achieved Qualified Teacher Status (QTS), you must show that you can meet the Teachers’ Standards within the employment context.
Induction

Assessment procedures

You will receive ongoing, formative feedback each time you are observed teaching, and the regular review meetings with your Induction Tutor will also be used to monitor your progress. These should give you an accurate, developing picture of your progress and any areas you still need to address.

Formal, summative assessment against the Teachers’ Standards will take place three times during your induction period. For full-time colleagues this will be on a termly basis, towards the end of each term. The assessment of your progress during these meetings will be based on observations of your teaching, notes from the review meetings and evidence of the progress that your pupils are making.

Generally:

• the first meeting will focus on the extent to which you are beginning to meet the Teachers’ Standards;

• the second meeting will focus on your progress in meeting the Teachers’ Standards and identify any major areas which need to be targeted before the end of the induction period;

• if all is well, the third meeting will confirm that you have met the requirements for the induction period. It may also be used to discuss arrangements for the next year including any target setting and the implications of any new responsibilities.

Formal reports

A summary report is completed following each of the formal assessment meetings. You will be asked to sign the report and to add reflections on your progress. You will receive a copy of the report and the Induction Tutor, Head teacher and the Appropriate Body will also hold a copy.

At the end of the induction period and following the third assessment meeting, the Head teacher will make a recommendation to the Appropriate Body as to whether or not you have satisfactorily completed induction. The Appropriate Body must then decide whether or not to accept this recommendation, and will report its decision to you, your Head teacher and the TRA.

The Appropriate Body Quality Assurance visit

During your induction the school may receive a QA visit from the NQT Co-Ordinator. The NQT Co-Ordinator may request to observe at least one NQT during that time.

The main purposes of their visit to the school are to:

• monitor the school’s arrangements for induction including the adequacy of the induction programme provided to you;

• possibly observe you teach and provide constructive feedback on the lesson(s) seen;

• verify the school’s assessment of your progress and performance;

• help to ensure consistency of assessment and support between schools and NQTs.

If the adviser watches you teach they will provide verbal and written feedback on the lesson. They will discuss your general progress, including the targets agreed with your Induction Tutor, and also meet with your Induction Tutor to discuss your progress and the school’s induction arrangements. You should ensure that you can provide written documentation to evidence the Teachers’ Standards e.g. observation records, review minutes. See page 19 for further information.
Additional support and observations may be arranged if your progress towards meeting the Teachers Standards is causing concern.

**Unsatisfactory progress**

The support and guidance that you receive through your induction programme should ensure that you make steady progress in meeting the Teachers’ Standards. If, despite this, your progress is not sufficient, your Induction Tutor will discuss this with you at an early stage. Your specific difficulties will be analysed, targets set and additional support arranged to help you overcome these difficulties. The Appropriate Body NQT Co-ordinator will be notified and may also provide further guidance.

You will be told at the time of the formal termly assessment if your progress is such that you are in danger of failing to meet the requirements of the induction year and this will be recorded on your assessment form. If this occurs, you may be notified in writing by the Head teacher that you are not progressing satisfactorily towards the Teachers’ standards and that the consequences of this could be dismissal, and you may also be observed teaching by the Head teacher. If your progress continues to cause concern, you may be asked to attend a meeting to clarify your situation. The meeting could involve the Head teacher, your Induction Tutor and a officer, and you may be accompanied by your Association representative or a friend if you wish.

If progress has not been sufficient by the end of the induction period, the Appropriate Body has to take account of the school’s recommendation and decide whether to terminate the NQT’s employment or to offer an extension, although an extension can only be granted in exceptional circumstances. In either situation, you will be informed of your rights of appeal, and what you need to do.

**We strongly advise any newly qualified teacher who is experiencing serious difficulties to consult their Association representatives as early as possible, in addition to discussing this with the Induction Tutor.**

**Local Authority Appropriate Body Helpline**

The Appropriate Body has a ‘named person’ who may be contacted if there are any serious matters affecting your teaching that you feel you need to discuss with someone outside the school and who is not involved in your assessment. Please note that any concerns about the support, monitoring and assessment that you are receiving should be discussed first with your Induction Tutor and any other appropriate school staff. If your concerns go beyond the school systems or you feel your concerns have not been addressed then you may contact the relevant ‘named person’ who can provide impartial support. Please see Key Contacts on the inside front cover.

**NQT Induction Board**

This group, made up of representatives from school and the Appropriate Body meets each term to discuss any NQTs at risk of not meeting the Teachers Standards and make recommendations for further support during Induction. NQTs can make written representation to the Board if they are deemed to be ‘At risk’.

**Checklist**

For completion of induction...

- Has formal summative assessment taken place each term (or part time equivalent)?
- Have you seen, commented on and signed each formal assessment form?
- If you are making unsatisfactory progress have you been given fair warning and appropriate support over the course of the year?
- If you are making unsatisfactory progress have you contacted your Association representative?

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Induction
Induction

6. Appropriate Body Quality Assurance of Induction Provision

The Statutory Guidance on Induction specifies the appointment of an Appropriate Body (AB) is a statutory requirement for the induction period of newly qualified teachers (NQTs) and the Appropriate Body makes the final decision as to whether an NQT has met the Teachers’ Standards on the recommendation of the Head teacher/Principal.

When an NQT is appointed to a post that is suitable for induction, the Head teacher/principal must notify the Appropriate Body to put in place support, monitoring and assessment procedures to ensure the smooth running of the induction process.

It is for schools to ensure that they commit appropriate resources to induction and for the Appropriate Body to ensure quality of this induction provision.

The Appropriate Body, ensures that schools are able to meet the above requirements through a range of activities. Training courses are run to develop the skills and knowledge of Induction Tutors. School visits are also undertaken.

Each year schools visits will be made to at least 20% of schools that have NQTs. Visits will be made by advisers from the School Improvement Team.

School visits are undertaken primarily to ensure that schools are providing appropriate monitoring, support, assessment and guidance. During the visit schools’ procedures and documentation will be examined. At least one NQT may also be observed in the classroom to enable the Appropriate Body to confirm that schools are able to make rigorous and equitable assessments of NQTs.

Where an NQT is having some difficulties reaching the required standards the Appropriate Body will want to observe in order to moderate the school’s developing judgement.

The sample of schools and NQTs will be drawn up using the criteria below that have been agreed with the professional associations locally.

Essential

1. Schools in “red” category with an Ofsted designation – all NQTs
2. Schools in “red” category - LA designation – at least one NQT
3. All NQTs where the first assessment fine grading is “D” or “E”
4. Any schools where, subsequent to the first assessment period, concerns about progress are raised

Desirable (In priority order)

1. Schools in “amber” category
2. Schools in “light green” where the ability to fulfil their statutory functions may be temporarily impaired
3. All schools where the Head teacher is also the Induction Tutor
4. All other schools where there has been a change of senior management so that experience in induction is limited
5. Schools where NQTs are not attending “core” entitlement training
6. Upper Schools

At all times, the Appropriate Body will reserve the right to make any quality assurance visits or audits as it might reasonably deem necessary.

Schools are reminded that they have the statutory responsibility for providing appropriate induction, making rigorous assessments and returning documentation to the Appropriate Body within the agreed timescales.
Professional Development

Your school should support your immediate needs in the classroom. Your school also has access to additional advice and support through a range of services. There is an annual programme of CPD for teachers at all stages of their career and from all types of schools. CPD also provides an invaluable opportunity to meet and share practice with colleagues from across the Borough.

You should discuss your requirements periodically and ensure that you are able to attend relevant training.

Advisory services provided by the Local Authority Appropriate Body

Education Advisers are employed by the Local Authority to provide a number of services contributing to school standards.

We provide a range of opportunities, including professional study groups where colleagues develop innovative teaching and learning strategies and resources.

Most importantly for you the Local Authority Appropriate Body provides training for NQTs and their Induction Tutors. If you require assistance you should ask your line manager what arrangements have been made in your school.

The Local Authority Appropriate Body provides a core Induction programme to supplement school-based training, details of which can be found on the Borough website.

To book the courses telephone 01234 276792 or email the NQT Administrator: nqtinduction@bedford.gov.uk
Reference Information

Salary Information

During the period before you take up your appointment it will be useful for you to make arrangements for payment of your salary. You should check with your school which payroll service your school is using.

Pay Day

Pay day for all staff is normally the 27th of each month (or the previous working day if the 27th falls at a weekend or bank holiday), but may vary - check with your school finance officer.

Bank Details

All new employees are required to have their salary paid direct into a bank or building society account. If your school is using the services of Bedford Borough Council you will need to provide them with the following information and they will make the necessary arrangements:

- Name
- School
- Name of Bank/Building Society
- Address of branch
- Account Number
- Nature of employment
- Bank Sort Code (if appropriate)
- Signature

Salary assessment

Salary is assessed in accordance with the School Teachers’ Pay and Conditions Document 2016. Further information can be found on the DfE website.

Any queries relating to your salary should be addressed to your school’s HR provider.

Teachers’ Pension Scheme

All teachers are automatically entered into the Teachers’ Pensions Scheme unless they wish to opt out, in which case they must complete an opt out form. It is important to obtain advice from your Professional Association before considering this option.

Further information can be obtained from Schools Personnel Team at Borough Hall or Teachers’ Pensions at 11b Lingfield Point, Darlington, DL1 1AX.

Income Tax

The Tax Office for staff employed in schools maintained by Bedford Borough Council is Bedford District 1 (quoting reference 419/JA30133). All employee taxation queries should be addressed to the Tax Helpline 0300 200 3300.

Academies will have their own PAYE reference and you should check with your school.

You are advised to inform your previous tax office (if any) of your new employment and provide them with the address of your new place of work (and you home address if you have moved).

All new employees should forward a P45 (or if a P45 is not available a P46) to the school’s payroll provider to ensure that appropriate tax deductions can be made. If a new employee does not have a P45 (because it has not been issued by a previous employer) you should complete the New Starter Tax Declaration as this will enable the payroll provider to utilise an emergency tax code.
Reference Information

Joining a Professional Association

It is important that NQTs are made aware of the value of joining a Professional Association. Information about the Borough Secretaries appears opposite, although many schools also have representatives available for consultation. Advice and protection can be provided to the NQT in the interpretation of industrial relations legislation, but more importantly, the Professional Association can offer support on a range of issues the NQT may encounter as a new teacher.

If you are concerned about not meeting the Teachers’ Standards, you are advised to contact your Professional Association representative.

National Association of Schoolmasters Union of Women Teachers (NASUWT)

Marie-Ange Comerford Raillon
Tel: 01284 772300
Email: Marie-Ange.Comerford-Raillon@mail.nasuwt.org.uk

National Education Union

Deirdre Murphy
Email: deirdre.murphy1@btinternet.com
Tel: 07813 099 204

VOICE

Bob Gale
Email: bobgale@voicetheunion.org.uk
enquiries@voicetheunion.org.uk
Tel: 01332 372337
Reference Information

Teachers’ Standards

In order to recommend that an NQT has satisfactorily completed the induction period, the Head teacher should be satisfied that the NQT has met the Teachers’ Standards.

National Skills Tests in Literacy and Numeracy

The QTS (Qualified Teacher Status) skills tests in literacy and numeracy are one of the Standards trainee teachers need to meet for the award of Qualified Teacher Status. The tests are appropriate for all trainee teachers, regardless of subject or phase. They cover the core skills in numeracy and literacy that are needed to fulfil a teacher’s wider professional role in a school. They do not test the subject knowledge that teachers need in order to teach these areas of the curriculum. Subject knowledge is assessed elsewhere in the Standards.

Please be aware that you cannot commence your induction year until you have passed these tests.

Teaching Regulation Agency (TRA)

All teachers must be registered with the TRA before undertaking their induction. This is important because it is the TRA which issues the Induction Certificate at the end of the process. The TRA is also the Appeal Body in the event of any dispute.

TRA contact details:

The Teaching Regulation Agency can be found at:
https://teacherservices.education.gov.uk
Tel: 020 7593 5394
Email: qts.enquiries@education.gsi.gov.uk
Reference Information

Frequently Asked Questions

Here are some of the questions many NQTs have asked us in the past. We will expand it as the year progresses. The DfE website also keeps a set of frequently asked questions and updates these regularly.

What constitutes a 90% teaching load?

Compare what a teacher with no extra responsibilities is expected to teach, and reduce this by 10%. For example, if a normal teacher teaches 21 periods out of a 25 period week, your contact should be no more than 19 periods per week. In a primary school this is likely to be equivalent to approximately half a day per week, although it is possible for the non-contact time to be blocked, for example, a day every two weeks. In whatever way the school provides this time for you, it should not be a collection of short sessions, for example, during assemblies.

How long does induction last if I am part time?

The equivalent of one year full time. So, if you are employed for 0.5, the induction will last two years. In this case, the formal review meetings will be termly rather than half termly, and the assessment meetings will be at the end of every two terms, not one. This spreading out of your induction programme also applies to the other elements, for example, observations, although it is possible to arrange for most of your support to take place in the first year. However, you will not officially qualify until the end of the induction period.

Do I have a choice about who my Induction Tutor is?

Not really, as the school will need to make this decision in the light of staff responsibilities and skills. In practice, it is essential that you and your Induction Tutor get on well together and if this is not the case, then you should speak to your line manager about it.

Is my Induction Tutor obliged to take on this role?

No, they should volunteer. They are certainly entitled to training, and this is advisable before the start of the year.

What happens if I leave before the end of the year?

One term spent in a school count towards completion. This service is transferred to your next appointment, so it is important that you have copies of your records to take to the next school. You will pass or fail on completion of the equivalent of three full time terms. If you leave a post before the end of a term, this term does not count towards your induction period, but your school will need to complete an interim assessment with you.
Reference Information

How often should I be observed?

The Statutory Guidance states that observations should take place “at regular intervals throughout the Induction period”. We recommend that you are observed at least twice in a term, however, you may find you are observed more frequently. As a general rule, you should have as many opportunities to observe others teaching as you do to be observed. In all cases of observation, notes and feedback should be exchanged.

Will I receive a visit from outside my school?

Many schools are setting up exchange support networks and encouraging NQTs to visit other schools. In addition, a Local Authority officer may visit your school to assess the quality of the school’s provision and how accurately it assesses its NQTs.

Do I have an entitlement to attend externally arranged NQT Induction training?

No, this is at your school’s discretion. Some schools, especially those with large numbers of NQTs, offer in-house training. However, past NQTs have frequently commented on the value of meeting others from outside their school, and getting a more rounded view of the profession. If you are interested in any continuing professional development opportunities, you should approach your Induction Tutor in the first instance.
<table>
<thead>
<tr>
<th>Website</th>
<th>What to find</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.bedford.gov.uk">www.bedford.gov.uk</a></td>
<td>Links to NQT section.</td>
</tr>
<tr>
<td><a href="http://www.education.gov.uk">www.education.gov.uk</a></td>
<td>Department for Education</td>
</tr>
<tr>
<td><a href="http://www.chilternsaonb.org">www.chilternsaonb.org</a></td>
<td>Local information on what’s on in the county and surrounding area.</td>
</tr>
<tr>
<td><a href="http://www.educationsupportpartnership.org.uk">www.educationsupportpartnership.org.uk</a></td>
<td>Information and support site for Teachers</td>
</tr>
<tr>
<td><a href="http://www.ofsted.gov.uk/">www.ofsted.gov.uk/</a></td>
<td>OFSTED Report site: here you can download the report of any school in the country.</td>
</tr>
<tr>
<td><a href="http://www.atl.org.uk/">www.atl.org.uk/</a></td>
<td>National Education Union- ATL section. You don’t have to be a member to use this, and it is a well organised site packed with easily accessible information.</td>
</tr>
<tr>
<td><a href="http://www.teachers.org.uk/">www.teachers.org.uk/</a></td>
<td>National Education Union- NUT section. Again, no need to be a member to access. Has an extensive Newly Qualified section.</td>
</tr>
<tr>
<td><a href="http://www.nasuwt.org.uk/">www.nasuwt.org.uk/</a></td>
<td>National Association of Schoolmasters Union of Women Teachers. No need to be a member to access.</td>
</tr>
<tr>
<td><a href="http://www.channel4learning.com">www.channel4learning.com</a></td>
<td>Channel 4 Education web site. Has a very different ‘feel’ to the BBC site: more child friendly.</td>
</tr>
<tr>
<td><a href="http://www.tes.com/jobs">www.tes.com/jobs</a></td>
<td>Much easier than trawling through the many jobs sections in the paper version. Also has a good search function for all backdated TES articles.</td>
</tr>
<tr>
<td><a href="http://www.zoopla.co.uk">www.zoopla.co.uk</a></td>
<td>A very handy site for finding out about where you live (or where you’re thinking of moving to). Just key in the post code and you get information on the quality of the local council, crime rates, house prices, where your nearest builder lives …</td>
</tr>
<tr>
<td><a href="http://www.qca.org.uk/7.html">www.qca.org.uk/7.html</a></td>
<td>Government information on qualifications and curriculum. Has useful links to the National Grid for Learning, the Virtual Teachers Centre and other good stuff.</td>
</tr>
<tr>
<td><a href="http://www.discoveryeducation.com/free-puzzlemaker/">www.discoveryeducation.com/free-puzzlemaker/</a></td>
<td>An enormous commercial U.S. site for teachers and parents. Lots of information, but also has a selection of tools which enable you to make customised worksheets. Makes creating a last minute Wordsearch a piece of cake.</td>
</tr>
<tr>
<td><a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></td>
<td>Primary lesson plans and worksheets.</td>
</tr>
<tr>
<td><a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a></td>
<td>Planning and assessment materials.</td>
</tr>
</tbody>
</table>
Reference Information

Maintaining a work-life balance

Bedford Borough is a small but diverse unitary authority with a rich mix of cultures, traditions and environments which makes it an enjoyable place in which to work and live. It has a wealth of attractive villages, small market towns and urban communities served by schools.

Teaching is a demanding profession and you may well feel that a social life is something you only have time for in the summer holidays. There are all the usual sporting, music making and amateur dramatic opportunities in the nearby towns and many of the villages, and London is no more than an hour away by train. It’s easy to get to other parts of the country, and Luton and Stansted Airports’ close proximity give you access to travel further afield.

For up to date information on events in the area, try the web site: www.bedford.gov.uk
Reference Information

...and finally:

Ten survival tips

1. Celebrate what you’ve already achieved – you’ve come a long way in the last year.
2. Don’t throw anything away!
3. Make a friend of the Site Agent and the office staff.
4. Be friendly to staff, both in and out of your own school – then they will help you.
5. Everyone has a bad day now and then – don’t let it get to you.
6. Ask – you’ll probably get!
7. There’s never a "stupid question"!
8. De-personalise – accept that you will make mistakes.
9. See observations as part of the learning process.
10. Treat each day as a new beginning.
Teachers Standards Document – Produced by the DfE

This document is presented in three parts, which together constitute the Teachers’ Standards: the Preamble, Part 1 and Part 2.

The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. Part 1 comprises the Standards for Teaching; Part 2 comprises the standards for Professional and Personal Conduct.

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part 1 and Part 2 of this document.

The standards are presented as separate headings, numbered from 1 to 8 in Part 1, each which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification onwards. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers’ practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.
Reference Information

Note on Terminology Used

Specific terminology used in the standards should be interpreted as having the following meaning:

‘Fundamental British values’ is taken from the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011. It includes ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’.

‘Parents’ is intended to include carers, guardians and other adults acting in loco parentis.

‘Pupils’ is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.

‘School’ means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.

‘Special educational needs’, as defined by the Department for Education’s Special Educational Needs and Disabilities Code of Practice 0-25 years (January 2015), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

‘Statutory frameworks’ includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.
Appendices
A tool for supporting NQT Induction (for use by NQTs and their Induction Tutors)

This can be used both to inform review and assessment meetings and to record progress. It is not statutory and can be adjusted to meet the schools’ needs.

<table>
<thead>
<tr>
<th>TEACHERS’ STANDARDS FOR NQT INDUCTION</th>
<th>PART 1: TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCOPE</td>
<td>POINTS TO CONSIDER</td>
</tr>
<tr>
<td>TEACHERS’ STANDARD 1) Set high expectations which inspire motivate and challenge&lt;br&gt;1a) Establish a safe and stimulating environment for pupils rooted in mutual respect.&lt;br&gt;1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions&lt;br&gt;1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</td>
<td>What factors in the learning environment enable pupils to feel safe, confident and valued?&lt;br&gt;How do you ensure that your teaching practices are fully inclusive?&lt;br&gt;How do you use information from assessment and monitoring in your planning and teaching?&lt;br&gt;How do you communicate, model and promote positive attitudes, values and behaviour which are expected of pupils through your teaching?&lt;br&gt;What in your practice is influenced by your understanding of key school policies?</td>
</tr>
<tr>
<td>SCOPE</td>
<td>POINTS TO CONSIDER</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>TEACHERS’ STANDARD 2)</strong> Promote good progress and outcomes by pupils</td>
<td>How do you monitor the progress of students in your class?</td>
</tr>
<tr>
<td>2a) Be accountable for pupils’ attainment, progress and outcomes</td>
<td>What do you do to establish pupils’ prior knowledge and capabilities in order to build upon this in your planning?</td>
</tr>
<tr>
<td>2b) Plan teaching to build on pupils’ capabilities and prior knowledge</td>
<td>How do you give feedback in a positive, accurate and constructive way?</td>
</tr>
<tr>
<td>2c) Guide pupils to reflect on the progress they have made and their emerging needs</td>
<td>How do you promote the skills necessary for learners to be able to identify the progress they have made?</td>
</tr>
<tr>
<td>2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</td>
<td>What do learners know about the standards of attainment expected of them in the next stage in learning, or at the point of transition?</td>
</tr>
<tr>
<td>2e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
<td>How do you plan for learners to respond to your feedback?</td>
</tr>
<tr>
<td></td>
<td>How do you effectively use verbal feedback in your lessons?</td>
</tr>
<tr>
<td></td>
<td>What professional development opportunities have you undertaken to improve the effectiveness of your teaching?</td>
</tr>
<tr>
<td></td>
<td>How do you evaluate the impact of your teaching?</td>
</tr>
<tr>
<td></td>
<td>What aspects of your practice promote the social and emotional aspects of learning?</td>
</tr>
<tr>
<td></td>
<td>What strategies do you use to develop independent learning?</td>
</tr>
<tr>
<td></td>
<td>How do you plan and provide for learners to co-operate and collaborate?</td>
</tr>
</tbody>
</table>
### TEACHERS’ STANDARD 3: Demonstrate good subject and curriculum knowledge

<table>
<thead>
<tr>
<th>POINTS TO CONSIDER</th>
<th>POSSIBLE EVIDENCE</th>
<th>ACTUAL EVIDENCE (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings</td>
<td>What do you do to develop your subject/curriculum knowledge?</td>
<td>Self review (of teaching and practice)</td>
</tr>
<tr>
<td>3b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
<td>Can you talk about ways in which you have adapted your practice in response to developments in your subject/curriculum areas?</td>
<td>Contribution to objective setting</td>
</tr>
<tr>
<td>3c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</td>
<td>What approaches have you found successful in fostering and maintaining pupil interest in your subject?</td>
<td>Range of professional development opportunities undertaken</td>
</tr>
<tr>
<td>3d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
<td>How do you keep up to date with the latest developments in education?</td>
<td>Response to feedback from colleague including lesson observations</td>
</tr>
<tr>
<td>3e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</td>
<td>How are cross-curricular approaches effectively reflected in your work?</td>
<td>Willingness to approach colleagues</td>
</tr>
<tr>
<td></td>
<td>How do you maximise opportunities for learners to develop and use literacy and numeracy skills?</td>
<td>Pupil response / engagement (e.g. observation, homework evidence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson planning</td>
</tr>
</tbody>
</table>
## TEACHERS’ STANDARD 4) Plan and teach well structured lessons

### 4a) Impart knowledge and understanding through effective use of lesson time

- How do you demonstrate good planning?
- How do you demonstrate a secure knowledge and understanding of the curriculum you teach?
- How do you ensure that homework is relevant to, and marked to, learner’s needs or interests?

### 4b) Promote a love of learning and pupils’ intellectual curiosity.

- Do you apply constructive criticism to new ideas, research and approaches and contribute to change and innovation in your school?

### 4c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

- Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)?

### 4d) Reflect systematically on the effectiveness of lessons and approaches to teaching.

- What contributions do you make to, for example, departmental, team, staff, planning or other meetings?
- What do you do to extend your pupils’ learning outside the classroom?

### 4e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- Short/Medium/Long term plans
- Lesson planning
- Lesson evaluation
- Work sampling
- Lesson observation
- Homework diaries
- Parent/Carer feedback
- Differentiated tasks (including homework)
- Department minutes, contributions in staff meetings
- Coaching/Mentoring feedback
- CPD opportunities
- Meeting minutes, email correspondence, presentations to staff
# A Tool for Supporting Induction for Induction Tutors and NQTs

<table>
<thead>
<tr>
<th>SCOPE</th>
<th>POINTS TO CONSIDER</th>
<th>POSSIBLE EVIDENCE</th>
<th>ACTUAL EVIDENCE (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHERS’ STANDARD 5)</strong> Adapt teaching to respond to the strengths and needs of all pupils</td>
<td>How do you support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners?</td>
<td>Planning, including evidence of differentiation</td>
<td></td>
</tr>
<tr>
<td>5a) Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively</td>
<td>How do you make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment?</td>
<td>Assessment records</td>
<td></td>
</tr>
<tr>
<td>5b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.</td>
<td>How can you show that you have taken account of specific needs of individual/groups of pupils within your teaching?</td>
<td>Work sampling</td>
<td>TA deployment and feedback</td>
</tr>
<tr>
<td>5c) Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils’ education at different stages of development.</td>
<td>How do you show awareness of the school’s SEND policy in your planning?</td>
<td>Lesson observation</td>
<td></td>
</tr>
<tr>
<td>5d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluated distinctive teaching approaches to engage and support them.</td>
<td>How do you demonstrate and show differentiation in your planning and practice?</td>
<td>Involvement in CPD opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What strategies have you found successful in supporting EAL pupils in your classroom?</td>
<td>Interaction with SENCo and EAL co-ordinator (as appropriate)</td>
<td></td>
</tr>
</tbody>
</table>
### A Tool for Supporting Induction for induction Tutors and NQTs

<table>
<thead>
<tr>
<th>SCOPE</th>
<th>POINTS TO CONSIDER</th>
<th>POSSIBLE EVIDENCE</th>
<th>ACTUAL EVIDENCE (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHERS’ STANDARD 6: Make accurate and productive use of assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
<td>How do you use information from assessment and monitoring in your planning and teaching?</td>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How is the school assessment policy/practice evidenced in your planning?</td>
<td></td>
<td>CPD/Staff development activities</td>
</tr>
<tr>
<td>6b) Make use of formative and summative assessment to secure pupils’ progress</td>
<td>How does your planning and teaching show progression towards national levels and/or public examinations?</td>
<td>Lesson observation</td>
<td></td>
</tr>
<tr>
<td>6c) Use relevant data to monitor progress, set targets and plan subsequent lessons</td>
<td>How do you assess achievement both within lessons and in pupils’/students’ work?</td>
<td>Work sampling</td>
<td></td>
</tr>
<tr>
<td>6d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback</td>
<td>How do you use assessment as part of your teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching?</td>
<td>Whole school/department moderation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do you work with relevant colleagues to access and use local and national data?</td>
<td>Assessment records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When, where and how do you use formative and summative assessment in your teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How can you show that data informs your planning?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>How do you give feedback in a positive, accurate and constructive way?</td>
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### A Tool for Supporting Induction for induction Tutors and NQTs

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>TEACHERS’ STANDARD 7)</strong> Manage behaviour effectively to ensure a good and safe learning environment</td>
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<tr>
<td>7a) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</td>
<td>How have you demonstrated the effective use of the school’s behaviour management policy?</td>
<td>Lesson observations</td>
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<td></td>
<td>What factors in the learning environment enable pupils to feel safe, confident and valued?</td>
<td>Classroom displays</td>
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<td></td>
<td>What strategies do you use to encourage appropriate behaviour?</td>
<td>Seating plans</td>
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<td></td>
<td>How do you support learners to take responsibility for their own behaviour?</td>
<td>Behaviour records/logs</td>
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<td></td>
<td>How effectively do you establish and build relationships with pupils and colleagues?</td>
<td>CPD linked to behaviour management</td>
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<tr>
<td>7b) Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</td>
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<tr>
<td>7c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.</td>
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<tr>
<td>7d) Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.</td>
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<tr>
<td><strong>TEACHERS’ STANDARD 8: Fulfil wider professional responsibilities</strong></td>
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<tr>
<td><strong>8a)</strong> Make a positive contribution to the wider life and ethos of the school.</td>
<td>How do colleagues e.g. teaching assistants/department staff, know what you want them to do in order for learners to achieve learning outcomes?</td>
<td>Planning</td>
<td></td>
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<tr>
<td><strong>8b)</strong> Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</td>
<td>How can you demonstrate that you are able to collaborate and cooperate effectively with colleagues and other professionals?</td>
<td>Assessment</td>
<td></td>
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<tr>
<td><strong>8c)</strong> Deploy support staff effectively</td>
<td>How do you involve them in planning and the assessment and recording of pupil progress?</td>
<td>Lesson observation including deployment of TA support</td>
<td></td>
</tr>
<tr>
<td><strong>8d)</strong> Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</td>
<td>How do you use and organise resources, including support staff, to support personalisation?</td>
<td>Professional development</td>
<td></td>
</tr>
<tr>
<td><strong>8e)</strong> Communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
<td>How do you liaise with relevant colleagues to assist in supporting the range of learning and developments needs?</td>
<td>Communication with colleagues</td>
<td></td>
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<tr>
<td></td>
<td>How do you know that you fully utilise the skills and expertise of your support staff?</td>
<td>Communication with parents</td>
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<td></td>
<td>How can you demonstrate that contributions from colleagues impact on your teaching?</td>
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<td></td>
<td>What do you think other team members value about your contributions?</td>
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<tr>
<td></td>
<td>How effectively do you establish and build on your relationships with parents and carers, engaging with them in a respectful and trusting manner?</td>
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<td></td>
<td>Do you actively promote strategies by which the learner can be supported at home in other out of school situations?</td>
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## PART 2: PERSONAL AND PROFESSIONAL CONDUCT

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| 9) Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.  
9a) Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher’s professional position  
9b) Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions  
9c) Showing tolerance of and respect for the rights of others  
9d) 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  
9e) Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law | How does your teaching reflect mutual respect and tolerance of different faiths and beliefs?  
How can you demonstrate that you are aware of local and national legal requirements which guide the teaching profession, including the safeguarding and well-being of children and young people?  
How can you demonstrate your awareness of legislation governing the teaching profession e.g. Children Act 2004; Safeguarding children in education (DfE2004) and linked Local Authority guidance?  
What are the possible signs of neglect, physical, emotional and sexual abuse?  
How would you pass on any concerns you had about an individual?  
How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality  
How do you liaise effectively with key people in your workplace?  
Do you know who the appropriate colleagues are who provide/can access specialist support?  
Is your teaching impartial and reflective of school policy and procedures? e.g. PSHE | Professional development  
Updated pupil records  
Response to possible incidents (safeguarding and child protection)  
Communications with colleagues  
Contributions to meetings  
Lesson observation  
Learner feedback  
Child Protection training  
Safeguarding training  
Record of having read school policies and other key documents |
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<td>10) Teachers must have proper and professional regard for the school's ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</td>
<td>How do you demonstrate a clear understanding of the school's ethos, policies and practices? &lt;br&gt; Does your attendance and punctuality meet the expectations of the school?</td>
<td>Professional development contributions to meetings. &lt;br&gt; Communication with colleagues &lt;br&gt; Attendance records &lt;br&gt; Induction Tutor meeting minutes &lt;br&gt; Homework diaries &lt;br&gt; Parent/carer/learner feedback</td>
<td></td>
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<tr>
<td>11) Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.</td>
<td>How can you demonstrate your practice and awareness of the statutory frameworks?</td>
<td>Parent/carer/learner feedback &lt;br&gt; Professional development &lt;br&gt; Contribution to meetings &lt;br&gt; Communications with colleagues &lt;br&gt; Induction Tutor meeting minutes</td>
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Finding out more

If you would like further copies or information about this consultation please telephone or write to us at our address below.

This consultation can be produced, on request, in an alternative format (e.g., audio tape, Braille or large print). If you require one of these formats please use text phone number: (01234) 221827.

01234 276680
Bedford Borough Council
Borough Hall
Cauldwell Street
Bedford
MK42 9AP