The Induction Tutor Handbook
The Essential Guide to Induction 2019-20
Introduction

Key contacts

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Introduction

Key Dates

Autumn Term 2019
- 4 September 2019 - term begins
- 2 & 3 September 2019 - training day
- 21 - 25 October 2019 - school holiday
- 28 October 2019 training day
- 20 December 2019 - term ends

Spring Term 2020
- 6 January 2020 - term begins
- 3 January 2020 - training day
- 17 - 21 February 2020 - school holiday
- 3 April 2020 - term ends

Summer Term 2020
- 21 April 2020 - term begins
- 20 April 2020 - training day
- 8 May 2020 - bank holiday
- 25 May - 29 May 2020 - school holiday
- 17 July 2020 - term ends

Training Dates 2019 - 2020
Training dates for 2019 - 2020 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 2019.
Assessment 1: 13 December 2019
Assessment 2: 27 March 2020
Assessment 3: 10 July 2020

Welcome

Dear Colleague

The responsibility of being the Induction Tutor for Newly Qualified Teachers (NQTs) is an incredibly rewarding role. It is critical that in their first year of teaching, NQTs receive the right balance of support and challenge and that high quality learning opportunities are provided for them both in your school and from others.

NQTs are very important people. They bring energy, creativity, new ideas and enthusiasm to our schools. Many stay in Bedford Borough and go on to be Middle and Senior Leaders. Your role as Induction Tutor is therefore incredibly important. Your work will ensure that they feel welcomed, valued and that their teaching is effective securing excellent progress and experiences for our pupils.

This booklet is intended to support you in your task and provide a framework for the induction year. For some of you this will be a new experience – don’t worry – we can provide you with training opportunities, advice and strategies. The School Improvement Team are always available to support you in this role.

Thank you for your work which will ensure that we have a high quality, well trained workforce across Bedford Borough.

Ben Pearson
Chief Officer for Education, SEND and School Infrastructure
Introduction

What makes a good Induction Tutor?

Being an Induction Tutor is a huge responsibility and should be a role that you have chosen to undertake.

Six Key Principles stated in the Statutory Guidance:

1. The Induction Tutor must hold QTS.
2. The Induction Tutor must have the necessary skills and knowledge to work successfully in the role.
3. The Induction Tutor should be able to provide effective coaching and mentoring.
4. The Induction Tutor should be given sufficient time in order to carry out the role effectively.
5. The Induction Tutor will need to make rigorous and fair judgements about the NQT’s progress.
6. Recognise when early action is needed in the case of an NQT who is experiencing difficulties.

Where possible, Induction Tutors and NQTs should be matched according to age range or subject specialism.

Successful Induction Tutors are:

- approachable, friendly and good listeners;
- open, honest and trustworthy;
- knowledgeable of the induction process;
- well organised and informed;
- objective.

To be an effective Induction Tutor you need to:

- be confident in your own teaching, setting high standards of teaching and learning;
- be a good communicator and supportive of others’ development;
- register the NQT with the appropriate body;
- carry out relevant pre-employment checks;
- establish an open-minded approach and recognise NQTs’ particular learning styles;
- have experience of classroom observations and providing constructive feedback, including target setting;
- celebrate NQTs’ achievements and be honest and open about areas of improvement;
- be familiar with the Teachers’ Standards for Induction;
- be encouraging but also ensure that NQTs take increasing responsibility for their own development.
Introduction

Who else has responsibility in the induction process?

Head teachers and Principals are responsible for:

• ensuring the school can support an NQT effectively;

• ensuring that the NQT has a 10% reduction in teaching load, in addition to PPA time;

• appointing an appropriate and supportive Induction Tutor;

• overseeing the induction programme, including officially reporting to the Local Authority whether the NQT has met the standards required;

• keeping the governing body informed about the NQT’s progress; and

• Allocating sufficient time to the Induction Tutor to support the needs of the NQT.

Governing bodies are responsible for:

• considering induction requirements when appointing an NQT; and ensuring the establishment of the induction programme within school;

• ensure compliance with Statutory Guidance;

• ensuring the institution has capacity to support the NQT.

The Local Authority (the Appropriate Body) is responsible for:

• monitoring schools’ capability for providing a suitable induction programme;

• ensuring visits are made to a sample of schools to ensure equity of provision and validity of judgements across the Local Authority;

• maintaining records of NQTs’ progress;

• supporting NQTs and Induction Tutors through guidance, courses, websites and newsletters;

• providing a ‘named person’ to deal confidentially with any concerns NQTs may have about their induction;

• the final decision regarding the satisfactory completion of the induction year, based on the Head teacher’s recommendation, and moderation by the Local Authority – this decision to be conveyed to the NQT, the Head teacher and the Teaching Regulation Agency (TRA).
Getting Started

1. Before your NQT’s first day

It is important that you spend time with your NQT before the beginning of their first term. Such opportunities are likely to be of great value in helping you and the NQT make a good start by removing any of the uncertainties of a new teaching career.

It is most beneficial for NQTs to spend time in their new school surroundings, speaking to key personnel, gaining a feeling for the school and spending quality time with their Induction Tutor.

There will be a wealth of documentation for you to gather to give to your NQT. It is important not to make the NQT feel overwhelmed, but they will need knowledge of certain key documents:

- timetable
- class lists, set lists, prior attainment
- Staff handbook
- planning overview
- NQT, SEND, Child Protection, Health & Safety and Behaviour policies.

It may be important to allow NQTs to become accustomed to their classroom; pointing out display materials and opportunities for them to set up their classroom environment.

Past NQTs have found it most reassuring to be given a contact number where they can discuss any further issues they may have concerns about before the start of the term.

However, don’t go over the top – you can be over prepared – many things can be sorted out once term starts.

2. The first day

Ensure that you arrive at school early so that you can welcome your NQT and help them with any final arrangements for their first day. Throughout the day make yourself available for any queries and at the end of the day check they have survived!

3. By the end of week one

Spend a little time reviewing with your NQT their first week of teaching, dealing with any areas of concern that may need immediate action for the following week. Recommend to your NQT that they spend some time relaxing over the weekend.

✔ Checklist

Have you…

- ensured registration forms have been sent to the NQT Administration Officer?
- supplied your NQT with key documents?
- familiarised yourself with NQT policy, Teachers’ Standards, Statutory Guidance etc?
- arranged for the NQT to be booked on any relevant training?
- had appropriate Induction Tutor training?
- identified NQT's non-contact time?
- established a regular meeting schedule with your NQT?
- arranged a meeting between SENDCO and NQT for the first week?
- met or arranged the first mentoring meeting?
- drafted the induction programme for the first half term?
Induction

1. Key Recommendations

NQTs are required to complete satisfactorily an induction period by meeting the Teachers’ Standards for Induction. Some Induction Tutors have found it useful to list key activities to be completed each term by the NQT.

Term 1

- First set of targets related to the Teachers Standards;
- At least two observations of NQT per term, the first within the first 4 weeks of term;
- SENDCO meeting;
- At least two observations by NQT of experienced teacher(s), other than the Induction Tutor;
- Half termly review meetings;
- Opportunities to go through school policies, particularly behaviour management;
- Discuss professional development needs, for example, courses;
- Information about parents’ evening;
- Formal review meeting – progress matched against Teachers’ Standards;
- First term’s assessment report sent to Local Authority.

It has been found to be good practice for the Head teacher to observe the NQT during their first term. Subsequent targets may be set if the first set of targets is achieved.

Don’t allow too much ‘settling in’ time. The year will go by very quickly and it is important to have good systems in place early. The model for induction of teachers is a pass or fail one. It is rare to be awarded an extension at the end of the year, and anyone who fails to pass may not work in any maintained school in England. All the areas of responsibility mentioned above need to be established quickly and by half way through the first term.

Term 2

- Two observations of NQT;
- Two observations by NQT of experienced teacher(s) (if possible, other than the Induction Tutor);
- Half termly review meetings;
- Review and revise targets;
- Report writing (if applicable this term);
- Second formal assessment – progress matched against the Teachers’ Standards;
- Second term’s assessment report sent to Local Authority within the statutory timescales.

Creating opportunities for NQTs to visit other schools is considered good practice and should be encouraged.

Term 3

- Two observations of NQT;
- Two observations by NQT of experienced teachers;
- Review and revise targets;
- Report writing (if applicable);
- Final assessment meeting;
- Looking forward to next year – performance management, co-ordinator responsibilities, etc;
- Final term’s assessment report sent to Local Authority within the statutory timescales.

In addition to these key elements, each Induction programme should be tailored to meet the NQT’s individual needs and include elements relevant to their particular school.
Induction

2. Induction Meetings

It is recommended that NQT meetings with the Induction Tutor should be at least every fortnight, but they could be weekly if you both prefer. Each meeting should have an agenda, which may include:

- lesson observation feedback;
- review of targets;
- areas for development.

These agendas may be set in conjunction with the NQT from previous meetings or, as an Induction Tutor, you may feel that there are important issues that need discussing.

All induction meetings must be minuted with copies signed and dated by both parties, and supplied to the NQT and Head teacher. These are confidential but it is important that accurate records are kept during the period of induction.

One of these meetings each half term should be a formal review meeting.

3. The Induction Programme

The school employing the NQT must provide them with an effective induction programme which includes:

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

- regular observation of 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 in addition to the Induction Tutor;

- opportunities for the NQT to observe experienced colleagues teach in order to:
  - compare practice in different classrooms, departments and schools;
  - develop a wider repertoire of teaching strategies;
  - develop a wider understanding of different age groups, areas, subjects etc;
  - improve their own teaching through reflection.
## Induction

### A sample induction programme

Note: Every NQT should have an individualised programme based on their role and development targets.

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<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<td>Identify individual targets for term 1 (Transition Point 1)</td>
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<td>21</td>
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<td>22</td>
<td>Structured meeting between Induction Tutor and NQT to set targets for Term 3</td>
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<td>First observation of an experienced teacher</td>
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<td>Structured meeting with Induction Tutor</td>
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<td>Fifth observation of NQT</td>
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<td>Structured meeting between Induction Tutor and NQT</td>
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<td>Sixth observation of an experienced teacher</td>
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<td>First formal review meeting - review of targets with written feedback</td>
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<td>Fourth observation of an experienced teacher</td>
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<td>Fourth formal review meeting</td>
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<td>Professional development opportunity</td>
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<td>Third formal assessment meeting between Induction Tutor and NQT</td>
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<td>Professional development opportunity</td>
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<td>First formal assessment meeting between Induction Tutor/ Head teacher and NQT - using the tool for supporting NQT induction</td>
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<td>Structured meeting between Induction Tutor and NQT to set targets for Term 3</td>
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## Practical Advice

The induction year needs to be well planned to ensure that the NQT is able to grow and develop in their professional skills. Ideally, each of the elements of the induction programme should be taking place throughout the year so that they 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 the maximum benefit is to be gained.

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

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

In a maintained school an NQT must have a timetable of no more than 90% of the timetable of other main scale teachers in the school without responsibility points. 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 the induction activities with the NQT. Note: this time is in addition to 10% PPA time.

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

- meet regularly with the Induction Tutor;
- meet with other colleagues, for example SENDCO, pastoral leaders, governors;
- enable them 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.

It is important for your NQT to have opportunities to meet with other new teachers and to benefit from as wide a range of training as possible. You will need to identify suitable training after discussion with your NQT to support their development.
4. The Career Entry and Development Profile (CEDP)

The Career Entry and Development Profile provides a bridge between Initial Teacher Training and the NQT’s first post. It may have a role to play in helping plan and monitor the ongoing professional development during the induction period of the NQT.

The profile is intended to help the NQT:
• target and address their own development needs more accurately and systematically;
• build on their strengths during the induction year;
• take responsibility for their own professional development from the beginning of their career by establishing the practice of target setting and review, and by establishing a good foundation for appraisal.

The NQT will have completed Transition Point 1 at the end of their training course to summarise the strengths and priorities for further professional development that were identified at the end of their training.

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

Targets need to be realistic, achievable within the timescales set and supported by clear success criteria to enable their 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 NQT should take place at half termly intervals if they are working full time. The CEDP is not, however, intended to have a direct role in their termly summative assessment.

☑ Checklist
With regard to the CEDP, NQTs should have:

- Completed Transition Point 1 prior to arriving at the school.
- Discussed appropriate and manageable targets based on outcomes.
- Begun completing Transition Point 2 towards the end of the first term in school.
- Established a climate of openness and trust during your discussions.
- Revisited Transition Point 2 over the year to consider the progress made and suitability of the targets.
Lesson observations are a fundamental part of the induction process, not only for the Induction Tutor but also for the NQT. Observations are most successful when a focus has been agreed; for example, plenary, starters, pupil management, clear setting of lesson objectives. It is important to focus upon the agreed observation criteria. However other issues may arise which could become targets or areas for review at induction meetings.

At the start of the lesson to be observed the NQT should supply the observer with a copy of the lesson plan.

Observation must always be followed by a full debrief highlighting strengths and weaknesses, being objective and constructive in your comments. A copy of all documentation must be signed and dated by both parties and kept as part of the induction records.

The person conducting the observation (if not the Induction Tutor) should be given the opportunity to feedback to the NQT first hand. Where possible the Induction Tutor should also be involved in this process.

The NQT should be given guidelines on how to observe other teacher’s lessons with a specific focus. Feedback is not essential but it is preferable for the NQT to have the opportunity to discuss the lessons observed.

There is no minimum requirement for formal observations of the NQT’s teaching although the statutory guidance states these should be regular. We recommend a **minimum of six** per Induction period (i.e. one per half term if completed in one academic year).

The lesson observation form template can be found on the Bedford Borough website.
6. Assessment Procedures

a. Completion of Induction

Each NQT needs to be aware that they must complete induction satisfactorily in order to remain eligible to teach in maintained schools beyond the induction period. Although they have already achieved Qualified Teacher Status (QTS), they must show the ability to meet all the Teachers’ Standards consistently and independently within the employment context.

The Teachers’ Standards comprise requirements for:

• Teaching
• Personal and Professional Conduct

The Teachers Standards 2012 are set out at the rear of this handbook.

b. Assessment Procedures

Each NQT will receive ongoing, formative feedback each time they are observed teaching, and the half termly review meetings with the Induction Tutor will also be used to monitor their progress. These should give the NQT an accurate, developing picture of their progress and of any areas they still need to address.

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

Generally:

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

• the second meeting will focus on their 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 they have met the requirements for the induction period. It may also be used to discuss arrangements for the next year including target setting implications of any new responsibilities and performance management.

• If the school are concerned that the NQT may not be completing induction successfully, contact the Local Authority immediately.
c. Formal Reports

A summary report is completed following each of the formal assessment meetings. The NQT will be asked to sign the report and add any comments. They will receive a copy of the report and the Induction Tutor, Head teacher and the Local Authority 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 Local Authority as to whether or not the NQT has satisfactorily completed induction. The Local Authority must then decide whether or not to accept this recommendation, and will report its decision to the NQT, the Head teacher and the TRA. If the NQT’s progress has been satisfactory throughout, this is little more than a formality and the NQT need not worry.

d. The Local Authority’s Role

During the induction year schools may receive a formal visit from a designated Local Authority Adviser. The main purposes of their visit to the school are to:

- quality assure the school’s arrangements for induction including the adequacy of the induction programme provided;
- observe an NQT teaching and provide constructive feedback on the lesson(s) seen;
- verify the schools’ assessment of the NQT’s progress and performance;
- help to ensure consistency of assessment and support between schools and NQTs.

The adviser will:

- discuss the NQT’s general progress, including the targets set during induction; and also
- meet with you to discuss the NQT’s progress and the school’s induction arrangements.

Additional support and observations may be arranged if the NQT’s progress towards becoming a competent teacher is causing concern.

Schools should ensure that they have the written documentation to evidence the teachers standards for any monitoring visit.
The Induction Tutor Handbook

Induction

e. Unsatisfactory Progress

Firstly, very few newly qualified teachers fail to make satisfactory progress. The support and guidance that they receive through their induction programme should ensure that they make steady progress in meeting the Teachers’ Standards. If, despite this, their progress is not sufficient, you will discuss this with your NQT at an early stage. Their specific difficulties will be analysed, targets set and additional support arranged to help them overcome these difficulties. The Induction Tutor must immediately notify the Local Authority Induction Co-ordinator who may also provide further guidance.

The NQT will be told at the time of their formal termly assessment if their progress is such that he/she is in danger of failing to meet the requirements of the induction year and this will be recorded on the assessment form. If this occurs, the NQT will be notified in writing by the Head teacher that he/she is not meeting the Teachers’ Standards and that the consequences of this could be dismissal, and the NQT will also be observed teaching by the Head teacher. A model letter is available to provide a structure for the written notification of unsatisfactory progress.

The school recommendations on the assessment form will be discussed at the termly Induction Board meeting to see if any further support can be put in place for the NQT.

If progress continues to cause concern, he/she may be asked to attend a meeting to clarify the situation. The meeting could involve the Head teacher, the Induction Tutor, a Local Authority officer, and the NQT may be accompanied by their Professional Association Representative or a friend if they wish.

If progress has not been sufficient by the end of the induction period, the Local Authority has to take account of the school’s recommendation and decide whether to terminate the NQT’s employment or to offer an extension. In either situation, the NQT will be informed of their rights of appeal, and what they need to do.
Professional Development

Your school should support the NQT’s 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 which offers opportunities for NQTs to further their knowledge and understanding. The CPD also provides an invaluable opportunity to meet and share practice with colleagues from across the Borough.

You should discuss your NQTs, requirements periodically and ensure that the NQT is able to attend relevant training.

Advisory Services Provided by the Local Authority

Education Advisers are employed by the Borough Council to provide a number of services contributing to school improvement.

We provide a range of opportunities, including professional study groups where colleagues develop innovative teaching and learning strategies and resources. It is strongly recommended that the Induction Tutor access regular updated training to support in developing their role. Such training is provided by the School Improvement Team, and is available on the Bedford Borough website.

Support in the first year

There is a range of different levels of support that NQTs can access in their first year. Please make new staff aware of how to access the support they require.

- In your school, there should be designated members of staff who have responsibility to oversee NQT progress.
- The NQT Professional Study Group meets termly and is a valuable opportunity to share good practice and support the induction process.
- A newsletter is produced once a term to update staff with the latest information about NQT induction. We also send a copy directly to each NQT as well as putting it 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. Contact Ian Lindsay for further details
- We have arranged for a contact person who the NQT can make use of if they need to discuss any aspect of their induction year with someone outside the school who is not involved in their assessment.
- All the professional associations offer support and advice to NQTs. You will find contact details on the next page of this booklet.
- There is a free, confidential counselling support service called Education Support Partnership, which is available to all teachers. Phone: 0800 0562 561 Website: www.educationsupportpartnership.org.uk
Joining a Professional Association

It is important that NQTs are made aware of the value of joining a Professional Association. Information about the County Secretaries appears below, 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 that the NQT is not meeting the Teachers’ Standards, they should be advised to contact their Professional Association representative. In addition your school should alert the Borough as early as possible.

Reference information

National Association of Schoolmasters Union of Women Teachers (NASUWT)

Peter Wathen  Email: bedfordshire@nasuwt.net
Phone: 07837 430 937

National Education Union (NEU)

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

Voice
Bob Gale  Regional Officer for Bedfordshire
Email: bobgale@voicetheunion.org.uk
Email: enquiries@voicetheunion.org.uk
Issues arising from appeal hearings re: problematic / effective practice

Notification to the NQT

Where difficulties emerge, schools are understandably keen to adopt a positive approach, particularly where difficulties emerge in the first term. Sometimes this desire to encourage improvement is, however, insufficiently balanced by the clear and explicit identification of problems, the establishment of measures to bring about improvement and explanation of the possible consequences in terms of the induction process. There is a tendency to avoid tackling problems immediately, meaning that NQTs can be given the wrong messages.

Where difficulties persist in the second term, schools are sometimes keen to continue with a positive approach in the first part of the term, but are then obliged to change tack when difficulties persist. They sometimes signal this abruptly to the NQT and late in the process. In the cases considered on appeal, it is not unusual for the first formal notification of potential failure not to be given to the NQT (and the Appropriate Body). Delay in doing this can lead to difficulties with NQTs becoming confused about what are perceived as sudden changes from a positive to a negative approach and only a limited time available to take remedial action.

Role of Induction Tutor

There are two main issues that arise from the cases considered to date. The first is the need for schools to ensure that the Induction Tutor is clearly identified from the outset of the induction period and to avoid, as far as possible, changing the person carrying out the role during the course of the induction year. There have been cases where the Induction Tutor has changed each term, which inevitably leads to potential problems of consistency of approach and is unsettling for the NQT.

The second main issue is the importance of explaining to the NQT the function of the Induction Tutor both in terms of their supportive and their monitoring role. In some schools the supportive role is largely carried out by a buddy mentor and the monitoring role by the Induction Tutor. In these cases the NQT needs to be made fully aware of their respective role. There is also a need for schools to stress to NQTs that they themselves have responsibilities within the process so that they take a pro-active role in their own induction and do not rely entirely on initiatives taken by the school.

Professional Reviews of Progress

From the cases reaching final appeal there appears to be considerable variation in the importance of setting and recording the targets set at formal review meetings which are then subject to monitoring and reassessment. Where a process has been found on appeal to have significant defects, it is often the lack of systematic systems of setting and reviewing targets, which has been central to the problems identified.

Arrangements for Observing Teaching

The Appropriate Body (AB) recommends that observations should take place every six to eight weeks as a minimum. They should focus on particular aspects of teaching with the NQT being informed of the focus in advance. In addition, feedback should be given promptly and a written record should be made which relates back to the NQTs’ targets.

The observation requirements have generally been met in the cases considered, and in the feedback given, but there is often a tendency to bunch observations within a short period. The extent to which NQTs are informed of the focus of the observations has also varied considerably. Different schools adopt different approaches to observations and feedback based on the different advice and guidance provided by ABs. The lesson observation sheet for NQTs is available on the Bedford Borough website.
Local Authority Quality Assurance
of Induction Provision

The Statutory Guidance on Induction specify:

The appointment of an Appropriate Body (AB) is
a statutory requirement for the induction period of
newly qualified teachers and the AB makes the
final decision as to whether an NQT has met the
teachers' standards on the recommendation of the
head teacher/principal.

When a NQT is appointed to a post that is suitable
for induction, the head teacher/principal must
notify the AB 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
AB to ensure quality of this induction provision.

Bedford Borough, as 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 Leads and Tutors. School
visits are also undertaken.

Each year school visits will be made to a minimum
of 20% of schools that have NQTs. Visits will be
made by senior Local Authority personnel, and
schools will be contacted in advance.

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 will also be
observed in the classroom to enable the Local
Authority 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 Local Authority 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 Local Authority 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 Local Authority within the agreed
timescales.
### TEACHERS’ STANDARDS FOR NQT INDUCTION

#### PART 1: TEACHING

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<thead>
<tr>
<th>SCOPE</th>
<th>POINTS TO CONSIDER</th>
<th>POSSIBLE EVIDENCE</th>
<th>ACTUAL EVIDENCE (Examples)</th>
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<tbody>
<tr>
<td>TEACHERS’ STANDARD 1) Set high expectations which inspire motivate and challenge</td>
<td>1a) Establish a safe and stimulating environment for pupils rooted in mutual respect.</td>
<td>Personal/Professional conduct in school</td>
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<td></td>
<td>1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
<td>Contributions within meetings with staff</td>
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<td>1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</td>
<td>Planning</td>
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<td>Lesson Observation</td>
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<td>Student progress data</td>
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<td>Classroom displays &amp; environment</td>
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<td>Consistently working within school policies</td>
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<td>Health &amp; Safety taken into account e.g. in risk assessment</td>
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<td>SCOPE</td>
<td>POINTS TO CONSIDER</td>
<td>POSSIBLE EVIDENCE</td>
<td>ACTUAL EVIDENCE (Examples)</td>
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| **TEACHERS’ STANDARD 2)**  
Promote good progress and outcomes by pupils  
2a) Be accountable for pupils’ attainment, progress and outcomes  
2b) Plan teaching to build on pupils’ capabilities and prior knowledge  
2c) Guide pupils to reflect on the progress they have made and their emerging needs  
2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching,  
2e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. | How do you monitor the progress of students in your class?  
What do you do to establish pupils’ prior knowledge and capabilities in order to build upon this in your planning?  
How do you give feedback in a positive, accurate and constructive way?  
How do you promote the skills necessary for learners to be able to identify the progress they have made?  
What do learners know about the standards of attainment expected of them in the next stage in learning, or at the point of transition?  
How do you plan for learners to respond to your feedback?  
How do you effectively use verbal feedback in your lessons?  
What professional development opportunities have you undertaken to improve the effectiveness of your teaching?  
How do you evaluate the impact of your teaching?  
What aspects of your practice promote the social and emotional aspects of learning?  
What strategies do you use to develop independent learning?  
How do you plan and provide for learners to co-operate and collaborate? | Communications with colleagues  
Communications with parents (written and oral  
Feedback from parents  
Feedback from colleagues  
Contributions to meetings of working groups  
Evidence of student progress  
Planning to support progress for all  
Book scrutiny |
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<tr>
<td><strong>TEACHERS' STANDARD 3:</strong> Demonstrate good subject and curriculum knowledge</td>
<td>What do you do to develop your subject/curriculum knowledge?</td>
<td>Self review (of teaching and practice)</td>
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<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>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>
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<tr>
<td>3b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</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>
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<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>How do you keep up to date with the latest developments in education?</td>
<td>Response to feedback from colleague including lesson observations</td>
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<tr>
<td>3d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
<td>How are cross-curricular approaches effectively reflected in your work?</td>
<td>Willingness to approach colleagues</td>
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<tr>
<td>3e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</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>
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</table>

A tool for supporting induction for Induction Tutors and NQTs
### TEACHERS’ STANDARD 4) Plan and teach well structured lessons

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

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

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

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

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

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<th>ACTUAL EVIDENCE (Examples)</th>
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<tr>
<td>How do you demonstrate good planning?</td>
<td>Short/Medium/Long term plans</td>
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<tr>
<td>How do you demonstrate a secure knowledge and understanding of the curriculum you teach?</td>
<td>Lesson planning</td>
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<tr>
<td>How do you ensure that homework is relevant to, and marked to, learner’s needs or interests?</td>
<td>Lesson evaluation</td>
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<tr>
<td>Do you apply constructive criticism to new ideas, research and approaches and contribute to change and innovation in your school?</td>
<td>Work sampling</td>
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<tr>
<td>Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)?</td>
<td>Lesson observation</td>
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<tr>
<td>What contributions do you make to, for example, departmental, team, staff, planning or other meetings?</td>
<td>Homework diaries</td>
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<tr>
<td>What do you do to extend your pupils’ learning outside the classroom?</td>
<td>Parent/Carer feedback</td>
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<td>Department minutes, contributions in staff meetings</td>
<td>Differentiated tasks (including homework)</td>
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<tr>
<td>Coaching/Mentoring feedback</td>
<td>Department minutes, contributions in staff meetings</td>
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<tr>
<td>CPD opportunities</td>
<td>Coaching/Mentoring feedback</td>
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<tr>
<td>Meeting minutes, email correspondence, presentations to staff</td>
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A tool for supporting induction for Induction Tutors and NQT’s
### TEACHERS' STANDARD 5)
Adapt teaching to respond to the strengths and needs of all pupils

5a) Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively

5b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.

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.

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.

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<th>ACTUAL EVIDENCE (Examples)</th>
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<tr>
<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? 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? How can you show that you have taken account of specific needs of individual/groups of pupils within your teaching? How do you show awareness of the school’s SEND policy in your planning? How do you demonstrate and show differentiation in your planning and practice? What strategies have you found successful in supporting EAL pupils in your classroom?</td>
<td>Planning, including evidence of differentiation Assessment records Work sampling Lesson observation Involvement in CPD opportunities Interaction with SENCo and EAL co-ordinator (as appropriate) TA deployment and feedback</td>
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A tool for supporting induction for Induction Tutors and NQTs
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<tr>
<td>TEACHERS’ STANDARD 6: Make accurate and productive use of assessment</td>
<td>6a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
<td>Planning</td>
<td>CPD/Staff development activities</td>
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<td>6b) Make use of formative and summative assessment to secure pupils’ progress</td>
<td>Lesson observation</td>
<td>Lesson observation</td>
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<td>6c) Use relevant data to monitor progress, set targets and plan subsequent lessons</td>
<td>Work sampling</td>
<td>Work sampling</td>
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<td></td>
<td>6d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback</td>
<td>Whole school/department moderation</td>
<td>Whole school/department moderation</td>
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<td>How do you use information from assessment and monitoring in your planning and teaching?</td>
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<td>Assessment records</td>
<td>Assessment records</td>
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<td>How is the school assessment policy/practice evidenced in your planning?</td>
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<td>How does your planning and teaching show progression towards national levels and/or public examinations?</td>
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<td>How do you assess achievement both within lessons and in pupils’/students’ work?</td>
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<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>
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<td>How do you work with relevant colleagues to access and use local and national data?</td>
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<td>When, where and how do you use formative and summative assessment in your teaching?</td>
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<td>How can you show that data informs your planning?</td>
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<td>How do you give feedback in a positive, accurate and constructive way?</td>
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<tr>
<td>TEACHERS’ STANDARD 7) Manage behaviour effectively to ensure a good and safe learning environment</td>
<td>How have you demonstrated the effective use of the school’s behaviour management policy? What factors in the learning environment enable pupils to feel safe, confident and valued? What strategies do you use to encourage appropriate behaviour? How do you support learners to take responsibility for their own behaviour? How effectively do you establish and build relationships with pupils and colleagues?</td>
<td>Lesson observations Classroom displays Seating plans Behaviour records/logs CPD linked to behaviour management</td>
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<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>
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<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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<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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<td>7d) Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.</td>
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A tool for supporting induction for Induction Tutors and NQTs
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<tr>
<td>TEACHERS’ STANDARD 8: Fulfil wider professional responsibilities</td>
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<tr>
<td>8a) 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>
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<tr>
<td>8b) 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>
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<tr>
<td>8c) 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>
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<tr>
<td>8d) 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>
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<tr>
<td>8e) 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>
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<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>How can you demonstrate that contributions from colleagues impact on your teaching?</td>
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<td>What do you think other team members value about your contributions?</td>
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<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>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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<td>SCOPE</td>
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<tr>
<td>9) Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.</td>
<td>How does your teaching reflect mutual respect and tolerance of different faiths and beliefs?</td>
<td>Professional development</td>
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<tr>
<td>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</td>
<td>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?</td>
<td>Updated pupil records</td>
<td>Response to possible incidents (safeguarding and child protection)</td>
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<tr>
<td>9b) Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</td>
<td>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?</td>
<td>Communications with colleagues</td>
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<tr>
<td>9c) Showing tolerance of and respect for the rights of others</td>
<td>What are the possible signs of neglect, physical, emotional and sexual abuse?</td>
<td>Contributions to meetings</td>
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<tr>
<td>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</td>
<td>How would you pass on any concerns you had about an individual?</td>
<td>Lesson observation</td>
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<tr>
<td>9e) Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law</td>
<td>How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality</td>
<td>Learner feedback</td>
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<td>How do you liaise effectively with key people in your workplace?</td>
<td>Child Protection training</td>
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<td>Do you know who the appropriate colleagues are who provide/can access specialist support?</td>
<td>Safeguarding training</td>
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<td></td>
<td>Is your teaching impartial and reflective of school policy and procedures? e.g. PSHE</td>
<td>Record of having read school policies and other key documents</td>
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### Appendix 1 - Supporting Tool

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<tr>
<td>10) Teachers must have proper and professional regard for the school’s ethos, policies and practices.</td>
<td>How do you demonstrate a clear understanding of the school’s ethos, policies and practices?</td>
<td>Professional development, contributions to meetings, communication with colleagues, attendance records, homework diaries, parent/carer/learner feedback</td>
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<td>Does your attendance and punctuality meet the expectations of the school?</td>
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<td>How can you demonstrate your practice and awareness of the statutory frameworks?</td>
<td>Parent/carer/learner feedback, professional development, communication with colleagues, induction tutor meeting minutes</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, professional development, contribution to meetings, communications with colleagues, induction tutor meeting minutes</td>
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</table>

A tool for supporting induction for Induction Tutors and NQTs.
Notes
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.

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