



# Newly Qualified Teacher Induction

## NQT & Mentor Handbook 2019-2020



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## Welcome

As the Teaching School of the Red Kite Teaching School Alliance, Harrogate Grammar School is an Appropriate Body for Statutory Induction and provides support for Newly Qualified Teachers. We are proud to support Newly Qualified Teachers, and their employing schools, during their induction period.

All forms in this handbook can be downloaded individually from the 'NQT Provision' pages of the Red Kite Alliance website at [www.redkitealliance.co.uk](http://www.redkitealliance.co.uk)

## 1. Appropriate Body - Key Personnel and Contact Information

<b>Sue Lewis</b> Appropriate Body Contact	<a href="mailto:skl@harrogategrammar.co.uk">skl@harrogategrammar.co.uk</a> 01423 535232
<b>Elisa Walker</b> Appropriate Body Administrator	<a href="mailto:redkitealliance@harrogategrammar.co.uk">redkitealliance@harrogategrammar.co.uk</a> 01423 535640
<b>Lesley Weston</b> Appropriate Body Quality Assurance NQT Coordinator (Secondary)	<a href="mailto:ljw@harrogategrammar.co.uk">ljw@harrogategrammar.co.uk</a> 01423 531127 Extension 217
<b>Jen Berry</b> Appropriate Body Quality Assurance NQT Coordinator (Primary)	<a href="mailto:jjb@harrogategrammar.co.uk">jjb@harrogategrammar.co.uk</a> 01423 531127 Extension 314
Additional information regarding NQT provision can be found at: <a href="https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts">https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts</a>	

## 2. The Red Kite Alliance NQT Induction Programme – Aim and Guidance

### Aim

The aim of the Red Kite Alliance NQT programme is to support and develop Newly Qualified Teachers and ensure that they have a full appreciation of the expectations and responsibilities of the professional role of a teacher.

This programme is designed to offer a high quality, individualised professional development programme that allows Newly Qualified Teachers to become confident and effective. The programme enhances knowledge, skills and understanding of the teaching and learning process through practical collaboration and support.

### The Induction Programme in the Host School

The induction programme is an individualised programme including a combination of monitoring, support and assessment, all of which are inter-related.

It is expected that the NQT will be actively involved in planning and shaping their programme, including the review and setting of objectives. The NQT will take increasing responsibility for their own professional development, as the induction progresses.

Through regular meetings with their Induction Mentor, the NQT will critically reflect on their practice and their students' learning – increasingly, meetings will encourage the NQT to articulate and realise the steps that need to be taken to progress and develop.

### Induction Mentor Role & Responsibilities

- Provide support and guidance including coaching and mentoring
- Undertake progress reviews every half term
- Undertake formal assessment meetings every half term
- Ensure lesson observations of the NQT take place every half term and the NQT receives written feedback
- Assist the NQT with planning and implementing a personalised action plan that reflects the NQT's identified needs and strengths, the Teachers' Standards and the school's specific context

- Ensure dated records are documented and maintained
- Liaise with the Appropriate Body if indication the NQT not meeting the standards.

## **Statutory NQT Induction Requirements**

During an NQT's Induction period, they must receive a:

- 10% reduced timetable, in addition to statutory 10% PPA time (Planning, Preparation & Assessment)
- Designated Induction Mentor
- Personalised programme of professional development activities
- Regular reviews of progress towards meeting the Teachers' Standards

This handbook and the timelines provided are based on an NQT working full-time in a school with a 3-term year. For any NQT working part-time or in an institution with a different term pattern, the regulations stipulate the NQT needs to complete three assessment periods, each the equivalent of 63 working days, such that their complete Induction Period will total the equivalent of 189 days. For very experienced NQTs a shorter Induction period may be possible, subject to Appropriate Body agreement.

## **Advice and training**

This programme is provided by the Red Kite Teaching School Alliance through which the NQT will be accredited following successful completion of the NQT Induction Programme. The programme provides advice and training throughout the year and the Appropriate Body NQT Coordinator will work closely with the school based Induction Mentor to ensure observations, assessments and paperwork are completed on time and forward to the Appropriate Body.

## **Keeping Evidence during Induction**

In order to support your own professional development and to provide evidence of how you have met the induction standards it is desirable that you keep a portfolio of evidence. This is in fact the beginning of a professional development record for your career development and progression. The following list of suggestions and prompts is provided to help you manage the process and compile the evidence:

- Set up a file to record evidence.
- Ensure that visits and professional development you have undertaken are logged (include a brief record of how you have used your 10% NQT time).
- Date and comment on pieces of evidence where relevant.
- Keep a record of class size, numbers of pupils in class, those on SEN register.
- Keep all written lesson observation records which should show strengths and areas for development
- Keep a record of all targets agreed as a result of feedback from lesson observations, meetings, visits, termly assessments etc.
- Include evidence which shows progress towards targets

Your file could also contain:

- Examples of planning
- Individual Education Plans for pupils on SEN register (if relevant)
- Examples of pupils' work
- Lesson observation written feedback
- Photographs
- Course/training certificates
- Evidence to show how you have used the knowledge and skills gained from attendance at a course or from a visit or other professional development activity, eg feedback, work plans
- Assessment records/tracking information/ test results
- Reference to any pieces of work, policies, planning in which you have been involved within the school
- Examples of extra-curricular activities which you have either initiated or supported
- Comments from other people with whom you work e.g. teaching assistants, other staff, key stage co-ordinators, heads of department,
- Communications from parents

### Options as to how to optimise the 10% release time

- Progress meetings with the Induction Tutor
- Attend external courses
- Visit other schools
- Collaborative planning with induction tutor, subject/phase leader/paired teacher
- Lesson observations of colleagues:
  - in the same department/subject/year group
  - delivering a lesson the NQT has planned
  - teaching the NQT's class
- Lesson observations of:
  - another NQT
  - a teacher in a contrasting/similar school using pre-agreed criteria
- Coaching & Mentoring support from:
  - Specialists/SLEs
  - SENCO
- Personal enquiry, research and reading
- Pastoral roles, form tutor experience
- Enhancing generic teaching aspects such as diversity, equal opportunities, thinking skills
- Reviewing previous reports and records of students to improve report writing skills
- Analyse school's marking and record keeping systems
- Attend moderation/standardisation meetings
- Shadowing a meeting with external agencies, such as with educational psychologists, social workers, speech therapists
- Developing strategies for teaching for
  - SEN students
  - EAL students (English as an additional language)
  - G&T students (more able)

The NQT Review forms included in this handbook are designed to help the NQT record evidence during the year. Their use is optional.

### 3. NQT Induction Programme - Timeline and Actions Required

	Support and Monitoring Programme	Additional Development
<b>September</b>	Red Kite Alliance NQT registration form completed and returned	<p>NQTs should be able to take part in Departmental, Faculty and whole school development activities throughout the year.</p> <p>Option to attend Red Kite Alliance 'Professional Learning Programme' throughout the year (at additional cost)</p>
<b>Autumn Term 1</b>	Initial meeting with school-based Mentor to share ITE targets, set objectives and create action plan	
	Observation of NQT by Mentor and follow up discussion	
<b>Autumn Term 2</b>	Observation of NQT by Mentor and follow up discussion	
	Meeting to review progress, objectives and action plan	
	End of term 1 Review completed and returned to Appropriate Body	
<b>Spring Term 1</b>	Observation of NQT by Mentor and follow up discussion	
	Meeting to review progress, objectives and action plan	
	Possible visit by Appropriate Body to observe teaching and learning	
<b>Spring Term 2</b>	Observation of NQT by Mentor and follow up discussion	
	Meeting to review progress, objectives and action plan	
	End of term 2 Review completed and returned to Appropriate Body	
<b>Summer Term 1</b>	Observation of NQT by Mentor and follow up discussion	
	Meeting to review progress, objectives and action plan	
<b>Summer Term 2</b>	Observation of NQT by Mentor and follow up discussion	
	Meeting to review progress, objectives and action plan	
	Final Review completed and returned to Appropriate Body	

#### Initial Meeting and Action Planning for Mentor and NQT

Identification of initial objectives and focus for development. Consider:

- strengths identified during initial teacher training and how these can be consolidated and extended during the induction year
- areas for development identified during initial teacher training and how these can be prioritised and addressed
- school's context, how it differs to schools where the NQT trained and any development needs to address as a result
- the subjects and age range that will be taught and any developmental needs to ensure confidence in all aspects
- any needs to ensure NQT can best support students with specific SEN issues
- responsibilities of NQT
- Teachers' Standards and any development needs, especially around planning, behaviour/class management and assessment
- NQT's skills and experience which could be accessed for the benefit of students and the school

#### Progress Review Meetings

To be held every half term. Consider:

- Praise to start, taken from observations and meetings since previous review
- Progress made towards objectives since last review and evidence to support this
- Progress made against the Teachers' Standards and evidence to support this
- Use of the 10% release time and the impact
- Areas requiring additional support
- Priorities for the next half term

## Assessment Reports

The three assessment period reports should be cumulative over the Induction year, building to provide a complete picture of the NQT's professional practice measured against the Teachers' Standards. By organising, planning and documenting the progress reviews and lesson observations throughout the year, the evidence base for these Assessment Reports should be clear and easy to demonstrate. There should be no surprises at these key check point stages. Ensure progress is evidenced from a range of sources, including:

- Lesson observations
- Progress meetings
- Professional discussions
- Planning scrutiny
- Student books' scrutiny
- Parental feedback
- Colleague feedback
- Student data progress

In compiling each assessment report, use the Teachers' Standards to evidence the NQT's progress

- Provide judgements with explanations against each of the Standards
- Ensure the reports build on the previous one to evidence progress
- Highlight the main areas of success and development
- Personalise the report – use the NQT's name
- For any weakness, give clear evidence and outline the planned support that will be in place
- Provide examples of the NQT's impact on learning and/or the school community
- Ensure the NQT completes their own comments section

Ensure to complete the latest assessment forms which can be found at:

<http://www.redkitealliance.co.uk/cpd--leadership/nqt-provision>

## 4. 2012 Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7. Manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The complete Department for Education 'Teachers' Standards' document can be accessed at the following link:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>

## 5. Teachers' Standards – Suggested Evidence

<b>Evidence to support Teacher Standards: Guidance</b>
These examples are only indicative of the types of evidence trainees may wish to include in their standards portfolios. It is by no means exhaustive. One piece of evidence may be able to be used for more than one standard.
<b>PART ONE: TEACHING</b>
<b>TS1 A teacher must set high expectations which inspire, motivate and challenge pupils</b>
<ul style="list-style-type: none"> <li>• Lesson Plans/ Feedback</li> <li>• Weekly reviews</li> <li>• Testimonials from staff/wider work force</li> <li>• Trainee reflections; daily/ weekly</li> <li>• Implementing and supporting school systems e.g. behaviour</li> </ul>
<b>TS2 Promote good progress and outcomes by pupils</b>
<ul style="list-style-type: none"> <li>• Lesson evaluations commenting on learning intentions</li> <li>• Lesson plan shows learning informed by evaluation</li> <li>• Mentor feedback identifies use of pupils knowledge of pupils</li> <li>• Lesson plan (LP) shows a variety of teaching approaches</li> <li>• LP shows that pupils are given opportunities to assess their own and peers learning and setting of future targets</li> </ul>
<b>TS3 Demonstrate good subject and curriculum knowledge</b>
<ul style="list-style-type: none"> <li>• Subject specific feedback and questioning</li> <li>• Lesson Planning short and medium term</li> <li>• Lesson Feedback</li> <li>• Trainee reflections</li> <li>• Proactive research</li> <li>• Pupil engagement</li> <li>• Modelling accurate spoken and written English</li> <li>• Appropriate high quality resources</li> <li>• Deployment of a range of effective T&amp;L strategies</li> </ul>
<b>TS4 Plan and teach well-structured lessons</b>
<ul style="list-style-type: none"> <li>• LP; creative and imaginative</li> <li>• Observations and feedback show appropriate pace and time management and all pupils engaged in learning</li> <li>• Resources are engaging</li> <li>• LP; include a range of appropriate homework/ extended learning tasks</li> <li>• Lesson evaluations demonstrate reflection rather than description and impact subsequent lessons</li> <li>• Mentor feedback</li> <li>• Schemes of work/ medium term plans</li> </ul>
<b>TS5 Adapt teaching to respond to the strengths and needs of all pupils</b>
<ul style="list-style-type: none"> <li>• LP; Personalisation and differentiation</li> <li>• Planning and managing the role of colleagues</li> <li>• Use of pupil information/ data</li> <li>• Reflection of impact on pupil progress</li> <li>• Learning journals, case studies, recording mechanisms/ systems</li> <li>• Learning dialogue</li> </ul>

<b>TS6 Make accurate and productive use of assessment</b>
<ul style="list-style-type: none"> <li>• Examples of marked and levelled pieces of work</li> <li>• Extract from mark book/ monitoring sheet</li> <li>• LP shows a variety of AfL strategies</li> <li>• Examples of formative assessment including verbal</li> <li>• LP shows pupil level data is used to inform differentiated tasks (including SEN and G&amp;T)</li> <li>• Observations that comment on individualised feedback</li> </ul>
<b>TS7 Manage behaviour effectively to ensure a good and safe learning environment</b>
<ul style="list-style-type: none"> <li>• Lesson planning/ Feedback</li> <li>• Engaging resources</li> <li>• Risk assessment documentation</li> <li>• Setting and applying expectation with consistency</li> <li>• Modelling expectations</li> <li>• Use of a range of behaviour management strategies</li> <li>• Trainee explanations and evaluations</li> <li>• Examples of effective reward and sanctions processes</li> <li>• Observations of more experienced colleagues and good practice</li> </ul>
<b>TS8 Fulfil wider professional responsibilities</b>
<ul style="list-style-type: none"> <li>• Work with staff and colleagues outside the department</li> <li>• Contributions in other areas of school e.g. pastoral/ extra-curricular</li> <li>• Weekly reviews and reflections</li> <li>• Work in the community</li> <li>• Parent/Carer Consultation evenings</li> <li>• Attendance at professional meetings</li> <li>• Use of support and collaboration for planning</li> <li>• Use of CPD time and target setting</li> <li>• Formal and informal meetings with staff, pupils, parents etc.</li> <li>• School visits and planning for them</li> </ul>

<b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b>
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Evidence for standards 1 – 8 may also provide evidence of personal and professional conduct
<b>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.</b>
<b>B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</b>
<b>C. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>
<ul style="list-style-type: none"> <li>• Child protection certificate</li> <li>• Mentor summative and formative feedback</li> <li>• Personal testimonials</li> <li>• Record of attendance</li> <li>• Engagement in wider school issues</li> </ul>

## 6. Lesson Observations

### What to look for - the emphasis is now on progress over time

#### Strengths / Suggested Elements Of Good Practice

Teacher shares Learning Objectives/ key question on board/ Success criteria are made clear

Teacher communicates high expectations in terms of behaviour for learning and enforces this

Teacher provides opportunities for developing deeper understanding

High quality verbal feedback is given throughout the lesson and acted upon

Evidence of high quality written feedback with student responses

Students understand where they are currently and how to progress

Interventions are timely and have a notable impact on progress

Levels of engagement and enthusiasm are very high

Students work well independently

Students show resilience in their learning

Teacher provides the time and opportunity for students to reflect

Planning is 'astute', no time is wasted

Tasks are differentiated and meet the needs of the learners

Resources are well planned and appropriate to the needs of the learners

Students are cooperative and support the learning of others

Tasks provide a high level of challenge for all

Teacher creates opportunities to reinforce key skills such as literacy and numeracy

Teacher uses any additional classroom support effectively

Evidence of appropriate homework tasks being set in line with school policy

**This list is not exhaustive but gives an idea of what an observer should look for**

## 6. Lesson Observations

### What to look for

#### Targets / Areas for Development

- Ensure students are clear about the purpose of activities in the lesson
- Greater differentiation so that tasks are matched to the needs of all students
- Improve the structure of the lesson through more effective, and thorough, planning
- Improve the quality of the resources
- Increase the level of differentiation in the tasks set
- Improve the quality of resources/ differentiate resources to meet the needs of the learners
- Develop use of questioning to increase challenge and/or engagement
- Gain more feedback from students to check understanding and inform next steps are missed
- Structure group or paired work more to support differentiation
- Ensure consistency in the quality of written feedback given to students (depending on the stage of the placement)
- Allow more time in lessons for students to act on feedback
- Increase the pace of lessons at times, ensuring valuable learning time is not lost
- Increase the level of expectation of student behaviour
- Identify and employ more effective classroom management strategies
- Greater use of praise and encouragement towards students
- Support the development of literacy and/or numeracy skills
- Increase the level of challenge in the tasks presented
- Increase the time given to allow students to reflect on their learning
- Set more regular & appropriate homework

**This list is not exhaustive but gives an idea of the kinds of areas which may need to be developed**

## 6. Lesson Observations

Use your school's pro forma or choose one of the following

NQT induction: Lesson Observation Record Sheet	
<b>Newly Qualified Teacher</b>	
<b>Observer</b>	
<b>Class and subject/topic</b>	
<b>Date and time</b>	
<b>Focus of observation</b>	
<b>2012 Teachers' Standards</b>	<b>Comments</b>
<b>1. Set high expectations which inspire, motivate and challenge pupils</b> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.</li> </ul>	
<b>2. Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	
<b>3. Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	
<b>4. Plan and teach well-structured lessons</b> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	

2012 Teachers' Standards		Comments	
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>			
<p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>			
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>			
<p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>			
Role	Name	Signature	Date
NQT			
Observer			

## 6. Lesson Observations

### Example Lesson Observation Pro forma

Observation of an NQT 2018-19				
NQT	Observer	Date and period	Lesson/subject	Year group/ number of pupils
<b>Agreed focus for the observation (linked on NQT`s ADP)</b>				
<b>Observations relating to the agreed focus, linked to Teachers` Standards – listed below</b>				
<b>Feedback summary: including particular strengths</b>				
<b>Actions/Targets</b>				
<b>NQT has completed a separate self-evaluation sheet</b>			<b>Yes</b>	<b>No</b>
<b>Feedback completed:</b>				
<b>Date</b>		<b>Signed NQT</b>		<b>Signed Observer</b>

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

## 7. NQT Reviews & Progress Proforma

### NQT Review Meeting - Record of Preparation

Points to consider	Notes/evidence linked to Teacher Standards
To what extent have I achieved my objectives? What is the evidence?	
<b>What progress am I making towards the Core Standards? Since the start of the Induction period/my last professional review meeting, what improvements can I identify in relation to my:</b>	
Planning	
Teaching & Class Management	
Monitoring, assessment, recording & reporting	
Professional knowledge & conduct	
In what ways has the Induction Support Programme made a difference to my teaching, & to pupils' learning?	
In what ways have I used the 10% NQT time allowance? How effective has this use of time been?	
Are there any areas of my teaching & professional development where I would like more support?	
Which outcomes of this self-review do I need to feed into the next professional review meeting with my Induction Tutor?	

## 7. NQT Reviews & Progress Proforma

### NQT Progress Review - Record of Discussion

NQT	Mentor	Date
Progress towards previous targets		
Preparation & Planning		
Interaction with students		
Classroom Organisation & Management		
Monitoring, Assessment & Reporting		
Other Contributions		
Professional Development		
New Targets		
Date of next Review		

## 7. NQT Reviews & Progress Proforma

### NQT Review Meeting Record

<b>NQT</b>		<b>Mentor</b>		<b>Date</b>	
<b>Term &amp; Review Number</b>					

#### Objectives reviewed and progress made

#### Agreed targets

#### Date of next review meeting

## 8. NQT Reviews & Progress Proforma

### NQT Record of Own Lessons Observed by Others

Date	Class	Observer	Summary comments

## 8. NQT Reviews & Progress Proforma

**NQT Record of Lessons Observed - Use some of the 10% additional time to observe outstanding practitioners**

Date	Class	Teacher	Key Outcomes for You

## 8. NQT Reviews & Progress Proforma

### NQT Audit: Teachers' Standards 2012

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING: a Teacher must	Red	Amber	Green
<b>1 Set high expectations which inspire, motivate and challenge pupils</b>			
• establish a safe and stimulating environment for pupils, rooted in mutual respect			
• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.			
<b>2 Promote good progress and outcomes by pupils</b>			
• be accountable for pupils' attainment, progress and outcomes			
• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these			
• guide pupils to reflect on the progress they have made and their emerging needs			
• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
• encourage pupils to take a responsible and conscientious attitude to their own work and study.			
<b>3 Demonstrate good subject and curriculum knowledge</b>			
• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			
• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
• 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			
• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.			
<b>4 Plan and teach well-structured lessons</b>			
• impart knowledge and develop understanding through effective use of lesson time			
• promote a love of learning and children's intellectual curiosity			
• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
• reflect systematically on the effectiveness of lessons and approaches to teaching			
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).			

<b>PART ONE: TEACHING: a Teacher must</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<b>5 Adapt teaching to respond to the strengths and needs of all pupils</b>			
• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			
• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development			
• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.			
<b>6 Make accurate and productive use of assessment</b>			
• know and understand how to assess the relevant subject and curriculum areas, including statutory			
• assessment requirements			
• make use of formative and summative assessment to secure pupils' progress			
• use relevant data to monitor progress, set targets, and plan subsequent lessons			
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.			
<b>7 Manage behaviour effectively to ensure a good and safe learning environment</b>			
• 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			
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			
<b>8 Fulfil wider professional responsibilities</b>			
• make a positive contribution to the wider life and ethos of the school			
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
• deploy support staff effectively			
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
• communicate effectively with parents with regard to pupils' achievements and well-being.			

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

<b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b>			
<b>Descriptors</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<b>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.</b>			
<b>B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</b>			
<b>C. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>			
• Child protection certificate			
• Mentor summative and formative feedback			
• Personal testimonials			
• Record of attendance			
• Engagement in wider school issues			

## 8. Assessment Form – First, Second and Interim Assessments

### Appropriate Body – Harrogate Grammar School Teaching School for the Red Kite Alliance

Red Kite Alliance  
Harrogate Grammar School  
Arthurs Avenue  
Harrogate HG2 0DZ



### NQT Induction Assessment Form:

	End of first assessment period
	End of second assessment period
	Interim assessment

#### Instructions for completion

- Where tick boxes appear please insert "X".
- The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures. This can be done if the form is sent from the headteacher's email address once all other parties have completed and approved their sections.
- Full guidance on statutory induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>.

#### NQT's Personal Details:

Full name		Former name(s) (where applicable)	
Date of Birth	National Insurance Number	DfE Teacher Reference Number	Date of QTS Award
Name of Institution (school or college)			URN Number

Appropriate body receiving this report: **Harrogate Grammar School**

#### Recommendation:

	The above named teacher's performance indicates that he/she <b>is</b> making satisfactory progress against the Teachers' Standards within the induction period.
	The above named teacher's performance indicates that he/she <b>is not</b> making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period.
	I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Date of start of this assessment period:		
Date of end of this assessment period:		
<b>Either</b>	Number of terms completed during this assessment period	
<b>Or</b>	Number of days that can count towards induction during this assessment period:	
Does the NQT work:	Full time	Part time
Number of days of absence during this assessment period:		

### Assessment of progress against the Teachers' Standards:

The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards including:

- strengths;
- areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers' Standards which the NQT has yet to meet); and areas of concern
- evidence used to inform the judgements; and,
- targets for the coming term.

Comments **must** be in the context of and make reference to each specific Teachers' Standard which can be found at: <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012->.

Please continue on a separate sheet if required.

Assessment of progress against the Teachers' Standards (continued):-

**Comments by the NQT:**

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout this assessment period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas?

I have discussed this report with the Induction Tutor &/or Headteacher:	Yes		No
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I have the following comments to make:

Will this NQT be remaining at the school for the next assessment period?	Yes		No
--	-----	--	----

If no, please attach details and contact information of the School/Appropriate Body to which the NQT is moving.

This form should be signed below, unless it is being sent electronically, in which case it must be sent from the head teacher/principal's mailbox and copied to the NQT and induction tutor.

Headteacher/Principal's Full name (Print):

Signature:

Date

NQT's Full name (Print):

Signature:

Date

Induction Tutor's Full name (Print):

Signature:

Date

### For Official Use only:

Checked and verified on behalf of the Appropriate Body

Signed:

Date

Full name (Print):

Position (Print):

Comments:

Please sign, scan and return to [redkitealliance@harrogategrammar.co.uk](mailto:redkitealliance@harrogategrammar.co.uk) and/or post to:  
NQT Induction Team, Red Kite Alliance, Harrogate Grammar School, Arthurs Avenue, Harrogate, HG2 0DZ

## 8. Assessment Form – Final Assessment

### Appropriate Body – Harrogate Grammar School Teaching School for the Red Kite Alliance

Red Kite Alliance  
Harrogate Grammar School  
Arthurs Avenue  
Harrogate HG2 0DZ



## NQT Induction Final Assessment & Recommendation Form:

### Instructions for completion

- Where tick boxes appear please insert “X”.
- The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures. This can be done if the form is sent from the headteacher’s email address once all other parties have completed and approved their sections.
- Full guidance on statutory induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>.

### NQT’s Personal Details:

Full name		Former name(s) (where applicable)	
Date of Birth	National Insurance Number	DfE Teacher Reference Number	Date of QTS Award
Name of Institution (school or college)			URN Number

Appropriate body receiving this report: **Harrogate Grammar School**

### Recommendation:

<input type="checkbox"/>	The above named teacher <b>has</b> performed satisfactorily against the Teachers’ Standards for the completion of the induction period.
<input type="checkbox"/>	The above named teacher <b>has not</b> performed satisfactorily against the Teachers’ Standards for the completion of the induction period.
<input type="checkbox"/>	The above name teacher should have their induction period extended.

Date of start of final assessment period:	
Date of end of final assessment period:	
Either Number of terms completed during this final assessment period	

Or Number of days completed during this final assessment period:		
Does the NQT work:	Full time	Part time
Number of days of absence during the <b>entire</b> induction period:		
<b>Confirmation of Induction:</b>		
I confirm that the NQT has received a personalised programme of support and monitoring throughout the induction period in line with statutory guidance.		
Include the number of days reduction to the induction period to be served by the NQT where this has been agreed with the appropriate body as outlined in paragraph 3.5 of the statutory induction guidance at <a href="http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers">http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers</a> ).		
If a reduction to the NQT's induction period has been given to reflect previous teaching experience as outlined in paragraphs 3.2-3.4 of the statutory guidance, please give details here:		

<b>Assessment of progress against the Teachers' Standards:</b>
<p>The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards including:</p> <ul style="list-style-type: none"> <li>• strengths;</li> <li>• areas for further development, where progress is satisfactory; and areas of concern</li> <li>• evidence used to inform the judgements; and,</li> <li>• where appropriate, targets to be met.</li> </ul> <p>Comments <b>must</b> be in the context of and make reference to each specific Teachers' Standard which can be found at: <a href="http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012">http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012</a>-. </p> <p>Please continue on a separate sheet if required.</p>

Assessment of progress against the Teachers' Standards (continued):-

**Comments by the NQT:**

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout your entire induction period and consider:

- whether you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher/principal during this assessment period; and
- whether you received your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
- areas where you feel you require further development/support/guidance when looking towards the next stage of your career?. Please indicate these as part of your comments in the box below.

I have discussed this report with the Induction Tutor &/or Headteacher:

Yes

No

I have the following comments to make:

This form should be signed below, unless it is being sent electronically, in which case it must be sent from the head teacher/principal's mailbox and copied to the NQT and induction tutor.

Headteacher/Principal's Full name (Print):

Signature:

Date

NQT's Full name (Print):

Signature:

Date

Induction Tutor's Full name (Print):

Signature:

Date

**For Official Use only:**

Checked and verified on behalf of the Appropriate Body

Signed:

Date

Full name (Print):

Position (Print):

Comments:

Please sign, scan and return to [redkitealliance@harrogategrammar.co.uk](mailto:redkitealliance@harrogategrammar.co.uk) and/or post to:  
NQT Induction Team, Red Kite Alliance, Harrogate Grammar School, Arthurs Avenue, Harrogate, HG2 0DZ