

# A guide for induction tutors 2013-14



**Teachers Standards summary insert here  
on page 2**

# Newly qualified Teacher Induction

The induction year is intended to be a 'bridge' between initial teacher training and becoming a fully qualified teaching professional. During the induction period, Newly Qualified Teachers should build on what they achieved during their initial training. They should undertake suitable tasks and responsibilities, be given a range of opportunities with appropriate, tailored support and professional guidance to enable them to consolidate the QTS standards and build on the Teachers Standards.

The Teachers' Standards define the knowledge, skills and characteristics expected of all teachers. NQTs will be expected to meet these standards fully and consistently by the end of the induction period. The Teachers' standards are shown on the preceding page.

As they progress through induction, NQTs should work more confidently and independently as a teacher in order to securely meet these standards. Appropriate action should be taken swiftly if an NQT shows signs of being at risk of not meeting the standards.

## The role of induction tutor: principles and guidance

The following guidance is based on three principles which, if observed, will set the right climate for the induction of your NQTs and make it easier for you to be effective as an induction tutor.

- 1 Everyone in the school who is involved in the induction of NQTs should have a clear understanding of the responsibilities and role of induction tutor.
- 2 Induction tutors should have, or should be developing, the specific knowledge, skills and understanding they need to carry out their responsibilities effectively.
- 3 The role of induction tutor should be well-supported and recognised as important within the wider school context.

Induction tutors have a key role and significant responsibilities in the statutory induction arrangements. In reality, being an induction tutor involves more than one single role, as you will be working in different and distinct ways, including supporting, guiding, assessing, managing, coaching and facilitating.

In order to meet statutory requirements and to make sure induction is as effective as possible, each newly qualified teacher should have a named induction tutor who will work closely with him or her during the induction period and whose key responsibilities are:

- to **coordinate** effective guidance and support for the NQT's professional development;
- to **liaise** and **collaborate** with all partners in the induction process;
- to **monitor** the NQT's progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments;
- to **inform** the headteacher about the NQT's progress and contribute to the school's monitoring and evaluation of its induction provision.
- It is important for everyone to understand that, while the induction tutor role carries these significant responsibilities, other parties also have statutory responsibilities.

### **Newly qualified teachers are responsible for:**

- making use of the Career Entry and Development Profile (CEDP);
- familiarising themselves with the Teachers' Standards and contributing to the monitoring of their own progress;
- participating fully in their induction programme;
- raising any concerns they may have about their induction.

### **Headteachers are responsible for:**

- overseeing the induction programme of each NQT in the school;
- making sure that induction tutors are prepared and supported in the role;
- alerting the Appropriate Body to any difficulties an NQT may be experiencing;
- recommending to the Appropriate Body whether NQTs have met the Teachers' Standards as would be expected of an NQT at the end of the induction period;
- informing the governing body and Appropriate Body about arrangements for induction and results of assessment meetings.

Many schools have also designated a member of the senior management team, often the staff or professional development manager, to oversee induction arrangements across the school. As 'induction coordinators' or 'induction managers', these colleagues have a role separate from that of induction tutor, often taking responsibility for induction tutor preparation, guidance and quality assurance of induction arrangements for all NQTs in the school.

### **Governing bodies are responsible for:**

- taking account of statutory induction requirements when appointing staff;
- overseeing the establishment of induction arrangements in the school.

### **Appropriate Body (LAs) are responsible for:**

- assuring themselves that schools are aware of, and capable of meeting, their responsibilities for induction;
- making the decision, based on headteachers' recommendations, about whether NQTs have satisfactorily completed induction;

- identifying a named contact with whom NQTs can raise concerns about the content or delivery of their induction;
- maintaining records of NQTs' progress, and reporting all induction starters, leavers, passes, fails, extensions to the NCTL on a termly basis;
- at the request of schools, providing support and guidance on induction as resources allow.

In undertaking your important role as induction tutor, you may find it useful to consider the following expectations of the role.

**In developing and providing an effective induction programme, an induction tutor should work with the NQT to:**

- recognise and develop the NQT's strengths;
- build on strengths and priorities for development that have been identified using Transition Point One of the NQT's Career Entry and Development Profile while recognising new, or different development needs arising from the NQT's first teaching post;
- encourage the NQT to contribute to and evaluate the induction programme;
- make effective and well-targeted use of the NQT's entitlement release time;
- arrange focused classroom observations both of and by the NQT;
- draw on expertise and resources, within and beyond the school, to arrange for professional development opportunities appropriate to the NQT's needs;
- provide constructive feedback and arrange for the NQT to meet, and discuss particular issues with, other colleagues;
- help the NQT to develop their self-evaluation skills;
- make sure that records are kept and that evidence is collected towards the formal assessment of the NQT's progress.

You are not expected to be the sole provider of every aspect of an NQT's induction. Headteachers and governing bodies have the ultimate responsibility for making sure that each NQT is provided with an appropriate programme of monitoring, support and assessment. The NQT may observe more experienced teachers, and seek advice or guidance from specific colleagues such as the special educational needs coordinator (SENCO). Support for NQTs will be available from outside your own school: for example, from schools with which you have existing links, advanced skills and other expert teachers, ITT providers and LA advisers and consultants. However, in practical terms, as the NQT's induction tutor you will take the leading role in making sure that:

- the school meets its statutory responsibilities for NQT induction;
- quality evidence from a range of sources is gathered to monitor and assess the NQT's progress;
- the planned support programme is genuinely developmental for the NQT;

- all staff involved with the NQT's induction programme are familiar with the induction arrangements and with the Teachers' Standards.

## **Induction tutors should have, or should be developing, the specific knowledge, skills and understanding they need to carry out their responsibilities effectively**

When they appoint a newly qualified teacher, schools must consider how they can best meet their responsibilities for induction, and – importantly – who will take on the key role of induction tutor.

Headteachers will make this decision according to the staffing profile of the school at that particular time, and the key question to ask is:

**Does this colleague have, or can we support him or her in acquiring, the knowledge, skills, attributes and experience needed to be an effective induction tutor for this particular NQT?**

For example, you may be designated as an induction tutor because: you have previous experience of being a successful induction tutor and/or school-based tutor of a trainee teacher;

- you have expressed an interest in taking on the role, as it links well with your other responsibilities in school;
- you have prepared yourself for the role through study, training and/or learning from an induction tutor during the previous year;
- you are the newly qualified teacher's line manager or are the head of the department or year group in which the NQT works;
- you have relevant qualities and/or experience, even though you have very little previous involvement in induction or ITT and may therefore need particular support in the role.

In some schools, particularly smaller schools, headteachers may decide that the best arrangement is to undertake the induction tutor role themselves.

If you are both headteacher and induction tutor, it is important to involve a third party in observation and assessment since, as headteacher, you are also responsible for making the recommendation about satisfactory completion of induction.

You may, therefore, have several years' experience as an induction tutor, be returning to the role after a break, or taking it on for the first time. You may have developed strengths in other teaching and management roles.

Whatever the circumstances, this guidance and the resources which follow will help you to recognise where you have existing skills and knowledge, as well as where you may need further preparation and support.

It will certainly be useful to reflect critically on your communication and interpersonal skills and your knowledge and understanding of the induction process. Some induction tutors find it helpful to discuss the following points with a colleague, such as their own line manager or the school's staff development coordinator.

**Effective induction tutors are:**

- confident in their understanding of the characteristics of high-quality learning and teaching in the classroom;
- aware of how different learners learn and able to recognise the different learning styles of individual NQTs;
- confident about their own teaching;
- open-minded and receptive to new ideas and approaches;
- experienced in evaluating evidence, including through classroom observation;
- good communicators who are genuinely committed to supporting the development of others;
- prepared to acknowledge their own development needs and take steps to address them;
- able to use a range of helping strategies, including providing constructive feedback and engaging in positive dialogue with the NQT

**In relation to planning and reviewing the NQT's support programme, induction tutors need:**

- full access to, and knowledge of, the school's policies and procedures;
- a clear picture of how induction fits into the wider context of teachers' professional learning and development;
- to be familiar with the standards for the award of Qualified Teacher Status;
- a thorough understanding of the Teachers' Standards and the requirements for satisfactory completion of induction;
- an ability to work with the NQT to set, use and review appropriate development objectives;
- a knowledge of the resources available to support NQTs both within and beyond the school.

**In their day-to-day work with NQTs, effective induction tutors:**

- respect new teachers as professionals;
- take time to explain and map out the stages of the induction year;
- encourage and enable NQTs to take increasing responsibility for their own development;
- recognise and celebrate achievements;
- are open and honest about areas for improvement;
- support NQTs in making the identified improvements;
- are aware of the strategies that can be used to provide additional support if an NQT is experiencing difficulties;

- support the process by efficient time management and record keeping.

There can be no hard and fast rule about the ‘number of years’ teaching experience’ you need to be an effective induction tutor. Clearly, you should have a level of experience that will enable you to tackle both anticipated and unexpected challenges, to resolve any difficulties or conflicts that may arise, and to provide rigorous and sensitive feedback. Most induction tutors are experienced teachers, but some teachers with only a few years’ experience of teaching may also be well-qualified for the role.

This could be the case, for example, if you have relevant management, assessment or coaching experience from an earlier career in another profession, or if you have developed a strong interest in, and experience of, initial teacher training and continuing professional development during a relatively short time in teaching.

**In summary, the induction of each newly qualified teacher is likely to be most effective if you have:**

- been selected on the basis of your suitability for the role;
- audited your skills and experience with a member of the school management team;
- considered how you can extend and refine your skills and understanding to meet your development needs as an induction tutor.

## Reporting NQT Progress

### Termly assessment reports

Assessment reports should be completed drawing on evidence from a variety of sources. These sources could include lesson observations, work scrutinies, lesson planning and pupil progress data.

Assessments should be completed following a formal termly review meeting with the NQT, and should be written against the Teachers Standards, preferably using each standard as a subheading. NQTs should have an opportunity to discuss the report, to add their comments, and to sign the report to show that they have at least read the report.

These formal reports are the primary source of evidence that the LA uses and will inform the **final decision** about successful completion of induction which rests with the LA in its Appropriate Body role. This decision takes into account the school’s final recommendation and evidence of the required standards being met.

In Kensington and Chelsea, and Hammersmith and Fulham, NQT reports and records are currently managed through a secure online data management system, NQT Manager. This is the system that the LA as AB uses to manage the information required by the National College of Teaching and Learning (NCTL). Schools should register NQTs online using this system, and submit all reports when due. The reports need to be digitally signed by the Induction Tutor, the NQT and finally, the Headteacher.



The reports, once submitted, are reviewed by an LA panel made up of school improvement advisers, officers and NQT induction consultants. If there is insufficient evidence for the LA to uphold the school's decision, more information will be requested.

Statutory guidance for induction, the Teachers' Standards, progress review templates, induction year planner and other templates which may be useful to support the induction process, are all accessible in the 'online NQT induction handbook', a link to which can be found at:

<http://www.rbkc.gov.uk/educationandlearning/cpdforschools/newlyqualifiedteachers.aspx>

## Section 2:

# Resources, and accounts of experience

This section contains some resources that might be useful to induction tutors, together with accounts of practitioners' experiences in developing good practice in the preparation of and support for induction tutors.

These are intended to provide a resource bank of ideas and can be used, adapted or amended to suit your own individual and local needs.

## Resources for induction tutors

### Making sense of the induction tutor's roles and responsibilities

A self-audit checklist of knowledge, skills and expertise for induction tutors

Accounts of experience

A school where an NQT did not satisfactorily complete in induction

- Keep up to date with current developments in teaching and learning.
- Seek to develop your own skills, knowledge and understanding in these roles.
- Seek opportunities to review your practice in these roles on your own and with others.
- Identify those areas in which you feel confident – develop and sustain these.
- Identify those areas where you feel less confident and plan to develop them.
- Maintain an overview.
- Make effective use of the Career Entry and Development Profile.

- Develop a programme that relates to whole-school needs and the individual needs of the NQTs.
- Ensure there is a policy, programme and process which is based on shared and understood principles.
- Provide in-school support for induction tutor(s).
- Organise meetings to support development.
- Provide documentation for SMT and LA.
- Produce summary reports for governors.
- Ensure colleagues understand requirements for assessment of NQTs.
- Provide sensitive information/guidance to staff.
- Engage in curriculum discussion about good practice.
- Be observed when working with pupils.
- Arrange for NQT to observe good practice in own school and others.
- Work with NQTs/observe them at work.
- Involve other staff with relevant expertise.
- Create opportunities for focused discussion.
- Provide leadership in the partnership: eg. be proactive in setting up meetings.
- Ensure the purposes of the induction year are reviewed regularly and that they are achieved.
- Ensure consistency in the management of the process of classroom observation, review and objective setting.
- Ensure all parties understand the process of monitoring and assessment.
- Ensure NQTs have access to INSET/CPD opportunities to meet needs
- Arrange for NQT to be observed for assessment purposes and ensure the process is consistently managed.
- Ensure that the assessment/monitoring part of the process is understood and assessors are clear about their role.
- Ensure that monitoring and assessment is:
  - balanced
  - spread out over the term
  - documented
  - useful to all parties.
  - Observe and assess in classrooms.
  - Manage review and give constructive feedback during dialogues.
  - Ensure the process is properly understood by all and represent NQT where there are misunderstandings.

### **A self-audit checklist of knowledge, skills and expertise for induction tutors**

This list might help you to identify how well your strengths and previous experiences have prepared you for your role as induction tutor. There is no suggestion that this is a definitive list: you may wish to concentrate on particular areas, or to add your own questions. You will need to be as objective as possible (about your strengths as well as about your development needs) so you may want to identify some evidence to support your judgement or to talk to colleagues before completing the self-audit.

You could, for example, shade or tick the appropriate box to record how confident you feel about each area. The completed list will result in a profile of where you feel more or less confident about your existing knowledge and skills. You can refer to this when discussing – with colleagues such as your headteacher, staff development manager or induction coordinator – how the school can support your development.

**Key:** 1 – very confident 2 – confident 3 – would benefit from some further improvement 4 – significant gaps

### Knowledge

How confident do you feel about your knowledge of...	1	2	3	4
the statutory requirements for induction?				
your roles and responsibilities as induction tutor?				
the qualified teacher status (QTS) and Teachers Standards in relation to Induction?				
how to use the Career Entry and Development Profile?				
what support is available from within the school to support the NQT?				
the school's previous experience of NQT induction?				
the teaching strengths of colleagues?				
where to access support from outside the school to support the NQT?				
school policies and procedures?				
the NQT's strengths and areas for development?				
the curriculum the NQT teaches?				
the work of other induction tutors (within or outside the school)?				
the linkages between ITT, induction and continuing professional development?				
current developments in education policy and practice?				
different learning styles?				

## Web based resources

**Induction for Newly Qualified Teachers (England) statutory guidance** for appropriate bodies, headteachers, school staff and governing bodies

and

### Teachers' Standards (September 2012)

These and other guidance documents, planners, lesson observation and review templates are available at:

<http://www.rbkc.gov.uk/educationandlearning/cpdforschools/newlyqualifiedteachers.aspx>

## A case study of a school where an NQT did not satisfactorily complete induction

An induction coordinator analyses the issues facing induction tutors when an NQT fails to complete induction satisfactorily.

We are an 11–18 boys comprehensive with approximately 1,000 pupils on roll. We often have a significant number of NQTs (14 last year) and each is assigned their own induction tutor, usually their head of department. As assistant headteacher in charge of staff development, I coordinate support for all the NQTs and induction tutors across the school, to try and make sure that induction involves the staff as a whole. The headteacher takes an active interest in induction and will, for example, aim to observe every NQT in the course of the first term.

Thirteen of last year's NQTs clearly met the required Standards, but one NQT in the maths department experienced considerable difficulty throughout his induction period and did not meet the requirements for satisfactory completion of induction by the end of the third term. At the end of the year, I met with the NQT's induction tutor to consider all the factors involved. We felt that the school had ultimately met its responsibility to provide appropriate additional support for this NQT, and that our final assessment had been fair and reliable. But we also recognised that our practice in some areas had been less helpful. Under each of the following headings, we noted the points at which our practice could be improved, and identified the changes the school should make to its induction arrangements as a result.

### **Early intervention**

Intervention had been delayed until the second term, even though problems were emerging in the second half of the autumn term. In trying to be positive, the induction tutor was not sufficiently open and honest about areas of weakness.

It is essential that early steps are taken to identify any difficulties an NQT is experiencing, to make sure that the support programme is revised and adapted to take account of these needs. The objectives, action plans and long-term aims produced using the Career Entry and Development Profile should be revised, and success criteria written very carefully so that improvements can be identified and acknowledged. As induction coordinator, I need to support induction tutors in seeing that early recognition of difficulties is actually in the NQT's best interests.

### **Unambiguous, accurate records**

Also in an attempt to be positive, observation records and review meeting records were not clear enough about the weaknesses that needed to be addressed.

Induction tutors need to take a lot of care with the wording of observation summaries and review meeting records. Positive achievements need to be

recognised, but at the same time difficulties and weaknesses must be brought into the open. Actions to be taken to support the NQT (by the induction tutor and other colleagues) must also be clearly expressed. I already review all of these records, but I need to provide more support for induction tutors if records are not sufficiently clear.

The Teachers' Standards should be the main focus. Action plans and review meeting records did not focus sufficiently on the Standards around which there were difficulties. Other, non-induction tutor colleagues who observed the NQT were not familiar enough with the Standards as they applied to NQTs at this point in their induction.

The main focus should be on supporting the NQT to meet the required Standards – especially if the NQT is experiencing difficulties. All records should make this focus clear: for example, by describing how release time will be used to support progress towards the Standards. The induction tutors and I have a role in informing other colleagues involved in the NQT's induction about the induction requirements and the Induction Standards in particular.

### **NQTs must be fully aware of concerns and know how they will be supported**

**We assumed that the NQT would know we were working with him supportively. We did not take sufficient account of the NQT's anxiety about the process.**

We should take time to explain to the NQT that everyone is working to support his or her progress. We could, for example, have explained more forcefully that unsatisfactory progress during induction does not inevitably lead to unsatisfactory completion. We could have done this by going more carefully through the detail of action plans and review meeting records and emphasising the revised and enhanced support programme that had been put in place. At the same time, it is important for NQTs to understand their responsibility to act on the advice given and to take advantage of their support programme to move forward positively and successfully.

### **Communicate concerns at an early stage to the LA**

**We delayed discussing the issues with the LA for four weeks, wanting to be sure we were being fair and well informed. It would have been better to involve specialist subject support as early as possible.**

In future, as soon as problems occur, the headteacher or I will talk to the LA induction coordinator or link adviser/consultant to discuss the issues and organise appropriate external support from a specialist adviser.

### **Encourage NQTs to raise any concerns they may have.**

**It was not helpful for the school's procedures for raising concerns to be via the induction tutor.**

All NQTs should know the school's procedures for raising concerns about their induction, but the school also needs to consider whether anything about these procedures will accidentally discourage NQTs from using them. We need to think about personalities and relationships as well as administrative systems. We now have an 'induction governor' who takes on this responsibility. We also make sure that NQTs know they can contact the LA's named officer and their professional association.

### **Keeping careful records of meetings**

Because of the circumstances, the induction tutor and I met more regularly with this teacher than with other NQTs. It would have been easy to have become less careful about recording the points made by all involved, and decisions and plans made at these meetings. But it was particularly important in this situation that these records were made, that they were dated and signed, and that a note was made of when they were given to the NQT and senior management.

### **Support for the induction tutor**

**Because of the implications for the NQT's career, the induction tutor role became particularly demanding once it was clear that the NQT was experiencing difficulties. The induction tutor felt that she would have benefited from more structured support from an earlier stage in the process.**

The school has agreed that, in any future cases where NQTs experience significant difficulties, induction tutors will be supported by:

- release time in addition to that initially allocated regular and active support from senior management, including
- advice about next steps;
- support in making judgements about the NQT's progress;
- help with action plans and observation records, to make sure they are specific and well-targeted;
- support at review meetings.
- In discussion with the LA induction coordinator, we produced a grid (see next page). We have now included it in the school's induction guidelines, so that all induction tutors are aware of the issues that may arise when working with NQTs who make unsatisfactory progress at one or more stages of their induction period.

### **Working with NQTs who are experiencing difficulties**

- Use Teachers' Standards to define problems and agree objectives for improvement with NQT.
- Establish support programmes to enable improvements to be made. Share concerns with headteacher and others as appropriate.

- Formalise in writing the timescales for improvement, how a review of progress will be undertaken (including the NQT's role in the process), and success criteria.
- If concerns persist, share outcomes of review with all relevant parties, and inform LA and governing body that NQT is at risk of failing.
- Continue to support as well as monitor.
- Ensure headteacher observes NQT.
- Consider allocating buddy support (ie. support that the NQT can be confident is non-judgemental) if not already in place.
- Ensure NQT has headteacher's written indication of the significance of the concerns and has access to professional advice/guidance: eg. union, teacher support line.
- Use DfE/NCTL/LA guidance throughout the process.
- Keep a log/record of the process, and encourage the NQT to do the same.

**Make sure that the NQT:**

- can be confident in the fairness of the process;
- knows whom to turn to;
- does not feel isolated;
- maintains an element of control over his or her future and progress.

**Open discussions;**

- clear communication (oral and written);
- careful checks that statutory requirements are met;
- headteacher involvement (supportive of the processes) and overall responsibility;
- additional release time for the induction tutor;
- additional release time and support for the NQT;
- involving an external perspective;
- judgements that are based on evidence;
- opportunities to discuss with other professionals the interpretation of what 'satisfactory' and 'progress' mean.

## **Job description for induction manager**

### **Key responsibility**

To assure on behalf of the headteacher the quality of the induction provided in the school. This will involve ensuring that:

- NQTs in all departments have a consistent experience of induction;
- induction tutors are supported by the provision of a consistent and structured approach to professional and administrative matters;
- systems are established so that induction tutors are fully aware of, and reminded about, requirements and deadlines;
- NQTs and induction tutors understand the Teachers' Standards in relation to induction and how they should be used
- NQTs beginning their induction mid-year (an increasing trend with graduate trainees gaining QTS at different points in the year) are not disadvantaged;
- induction tutors receive additional support if NQTs are experiencing difficulties;
- a supportive environment is provided for induction tutors through informal and accessible structures, such as working lunches;
- progression into professional development for the second and third years of teaching is facilitated.

### **In order to do this the induction manager will:**

- make sure that each NQT in the school receives an appropriate induction programme;
- make sure that NQTs participate in whole-school induction programmes;
- make sure on behalf of the headteacher that guidance and procedures are followed;
- make sure that induction tutors' responsibilities are clearly defined;
- support induction tutors in monitoring the NQT's progress against the Standards by, for example, undertaking observations;
- undertake assessment meetings with induction tutors on behalf of the headteacher;
- support the induction tutor where NQTs are having difficulties;
- make sure on behalf of the headteacher that the Appropriate Body is alerted to any concerns about an NQT's progress.