Supporting the NQT Induction Process

Guidance for Schools on the New Teaching Standards September 2012

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PREAMBLE

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.

Newly qualified teachers will successfully meet the terms of this preamble by fulfilling the standards below. Evidence of achieving these standards can be gathered from a range of sources and should be relevant to their phase and type of school setting.

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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.	Teachers constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of their pupils. There are high levels of mutual respect between the teachers and pupils. They are very effective in promoting learners resilience confidence and independence, when tackling challenging activities. They	• How has your understanding of the schools health and safety policy impacted upon your work? • How have you made your classroom a stimulating environment which promotes learning? • In what ways have you used your knowledge of your pupils to support and challenge them?	

		generate high levels of enthusiasm, participation, and commitment to learning. As a consequence pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.	• How are you a positive role model in your class, the wider school and community? • To what degree do the tasks you set promote progress for all pupils? • How do you ensure that all pupils are fully engaged in your lessons? • How do you promote a culture of mutual respect where pupils feel able to contribute and collaborate?	

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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.	They assume a high level of responsibility for the attainment progress and outcomes for the pupils they teach. They demonstrate confident judgment in planning for pupil progression both within individual lessons and over time and are able to articulate a clear well justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting upon their learning. They are able to set appropriately challenging tasks drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result pupils at least good progress.	• How have you used your knowledge of actual and expected outcomes for pupils to plan for progress? • a) What methods and techniques do you use during your lessons to assess pupil's progress? • b) What impact has this had? • In what ways do you ensure that pupils make progress broadly in line with their capabilities? • How have you planned appropriate and targeted support and intervention for specific groups or pupils? • What strategies have you used to make sure that all pupils are able to learn and make progress? • How do you feedback to	

			pupils so that they know how well they have done and what they need to improve? ● How do you inspire pupils to achieve high standards within your lessons? ● What strategies do you use to encourage pupils to take responsibility for their own work and progress.	

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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	In order to meet this standard, NQTs would be expected to demonstrate that: They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common misconceptions in their planning. They are aware of their own developmental needs. They model very high	• How have you been supported in identifying your professional development needs? • What teaching resources that reflect cultural diversity have been made available to you, and what opportunities have you taken to apply them? • How do you promote the correct use of standard English, literacy and articulacy in your lessons? • How do you ensure that your subject knowledge is current and applicable? • How do you ensure that your lessons are relevant and engaging to your pupils? • What difference has your professional development made to your practice?	

	phonics ● If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills in communication, reading and writing.	● What additional support, guidance or professional development do you feel you need?	

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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). .	They plan individual lessons that are appropriately structured to engage and support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. They use well chosen, imaginative and creative teaching strategies and resources that match individuals' needs and interests and support them in achieving their intended learning outcomes. They understand how homework or other out-of-class activities can sustain learners' progress and consolidate learning and can design and set appropriate tasks. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform	• How have you planned your lessons to ensure pupils are fully engaged and they understand the key concepts and skills being taught? • In what ways have your lessons ensured your pupils make progress? • What strategies have you used to communicate enthusiasm and promote curiosity to stimulate learning? • How has the school's homework policy impacted on your practice and in what ways have you used homework to extend learning? • How has knowledge of your pupils' individual needs enabled you to adapt your practice so they achieve their best learning outcomes? • What opportunities have	

| | | future planning, teaching and learning.

They work collaboratively with more experienced colleagues and are able to show initiative in contributing to curriculum planning and development and in producing effective learning resources. | you had to be involved in out-of-class learning activities and how have your skills developed as a result?

● In what ways have you routinely evaluated your teaching? How have you used this process to inform subsequent planning?

● How have you used lesson observations and feedback to improve your practice?

● To what degree have you contributed to curriculum planning and to the production of resources to develop effective learning? What impact has this had on pupils' learning? | |
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Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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 pupil' education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special needs; those of high ability; those with English as an	• Know all pupils they teach well • Lessons provide appropriate challenge and support and use a variety of strategies for differentiation • A range of teaching strategies are used to meet the needs and strengths of their learners • Pupils are actively engaged in their learning and use independent learning skills effectively • Planning refers to individuals and groups of pupil's learning needs and takes account of what they already know and are able to do • Learning objectives reflect the needs and abilities of the class and pupils know what is expected of them • Pupil's prior knowledge is used and pupil's responses to key	• What strategies have you used in your classroom to engage and motivate different groups of learners? • How have you helped pupils, develop independent learning skills? • How do you ensure your planning meets the needs of all learners and makes progressively challenging demands on all learners? • How do you involve parents/carers and the pupil's themselves in discussions about pupil's progress, development and well being? • How have you developed resources which take account of diversity to meet learners' needs and	

	additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	questions are used to inform further discussion use a range of resources to make personalized provision for learners	promote equality and inclusion?	
		• Paired and group discussions contribute to the learning as the teacher uses appropriate prompts	• What have you done to develop opportunities to work collaboratively with other professionals to ensure pupil's make best progress?	
		• Use subject/curriculum knowledge to stimulate and challenge learners	How have you continued to develop your subject knowledge, skills and pedagogy?	
		• Pupil's are helped to understand the different ways they learn and think about which approaches are appropriate to the task they are working on		
		• Manage physical and human resources to support learners		
		• Use strategies to reduce barriers to achievement		
		• Provide opportunities which allow learners to choose, use and apply skills beyond the classroom and in cross curricular approaches		
		• Use strategies to promote and develop learner's social, emotional and behavioural skills		
		• Use strategies		

		successfully and are able to evaluate the impact on the progress of individual and groups of learners • Promote the principles of inclusion and equal opportunity		

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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.	The NQTs have a secure understanding of the statutory assessment requirements for the subject/ curriculum in the age ranges they teach and are able to assess pupils' attainment accurately against national benchmarks. They are employing a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses They are maintaining accurate records of pupils' progress and use these to set appropriately challenging targets for all groups of pupils. The NQTs assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well	• In what ways have you been able to incorporate the different observation, assessment, monitoring and recording strategies used in your school to promote progress for all pupils? • What support have you had to use assessment data and other evidence about learners' past achievements to set challenging tasks? • How does your planning demonstrate your understanding of the statutory assessment requirement and how do you incorporate this into your teaching? • How have you used internal, local and national data to evaluate your pupils' performance? • How has this been reflected in your practice?	

| | | they have done and what they need to do to improve.

The NQTs have a robust understanding of requirements of levels of attainment that supports their summative judgements. | • Do you have detailed, up-to-date records of assessment and feedback on learning? How does this information impact your planning, teaching, and subsequent assessment?

• How have you used data and assessment strategies to close the gap for vulnerable pupils?

• How have you used assessment to plan for pupils with disabilities and SEN?

• What impact does your marking and feedback have on pupils' progress and do pupils have opportunities to engage with and respond to marking comments so they know how well they have done and what they need to do to improve?

• How do the formative assessment strategies you use inform your planning and teaching?
• To what degree does your understanding of pupils' learning influence your lessons and lesson review plans? | |

			• In what ways do you plan to allow for opportunities to build on peer and self-assessment allowing pupils to reflect on learning and progress based on their knowledge of success criteria? • How have you used feedback from moderation sessions to improve your practice?	

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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	They apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour. They apply these effectively, including use of school sanctions and rewards and use of praise in order to create an environment highly supportive of learning. They manage pupil behaviour effectively so that learners display high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	1. How do you ensure that you have provided clear instructions and expectations of pupil behaviour? How do you ensure that pupils and all adults in the room know what they are? 2. Give examples of how you have consistently and fairly used your school's behaviour policy in your use of praise, sanctions and rewards. Describe the impact this has had on pupil behaviour and motivation. 3.How do you ensure that you give rewards with the same consistency as sanctions? 4. How do you ensure that you and all adults in your classroom know how to respond to pupils with special needs? How do you know that all adults have responded appropriately? 5. Give examples of a variety of behaviour strategies you have used. Describe whether	

| | authority, and act decisively when necessary. | | you have found that some strategies are more effective than others and if so, why?
6. What do you perceive as the main behaviour challenges in your classroom? What have you done to address these? To what degree have you seen progress?
7. To what degree have you established good relationships with pupils? Describe the strategies you have used to achieve this.
8. To what extent do you consider classroom management and behaviour issues when selecting learning activities, organising groups and selecting resources? What impact has this had?
9. How do you give feedback to parents and carers about their child's behaviour? To what degree do you ensure that you offer positive feedback in addition to negative feedback?
10. Describe ways in which you promote a positive classroom ethos. | |

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
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.	By the end of the induction period, NQTs should demonstrate the following: They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.	• What have you done, or what opportunities have you sought using your own initiative to actively support the values and ethos of the school? What impact has this had, what happened as a result? • How have you contributed to the school community? • What have involvement have you had in extra-curricular activities. • How have you tried to involve parents, carers and the local community? What were the outcomes? • Give some examples of how you have worked effectively in a team. Describe how you have shared knowledge, training or information with colleagues and fellow staff in school.	

		They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.	• How do you plan for support staff in your classroom, and how do you ensure that they understand what is required of them? • How do you know that they are doing what has been asked of them? • How might you identify any training or development needs they may have? • Have you sought advice from other professionals or specialists in relation to pupils with individual needs in your class? How did you know who to contact? • What knowledge, skills or other areas do you feel you would benefit from developing in relation to your own professional development? What are you doing about this? • How are you keeping yourself up to date with your own professional learning? • Are you responsive to constructive feedback? Do	

| | | | you act upon advice from more experienced colleagues? Give some examples, and outcomes.

● What communication methods do you use to keep parents and carers informed about pupils' needs? (Give examples). How do you know that these have been effective? What about 'hard to reach' families, parents, carers what have you done differently to ensure that they are engaged/understand about issues relating to their children?

● What feedback has there been in relation to you keeping parents/carers advised about progress or other issues?

● How do you know that you are communicating effectively with parents/carers about the needs of pupils? | |

Teacher Standards DfE 2011	Amplification	Scope	Questions to Prompt Reflection	Evidence
Part Two **Personal and Professional Conduct** *NQTs and their Induction Tutors may want to review and record evidence of meeting this Standard at the initial CEDP discussion and then at each subsequent half-term Review and full-term Assessment Meetings.*	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. A Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. They treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. They have regard for the need to safeguard	A They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are able to develop learners' wider understanding of social and cultural diversity. B They know the relevant policies promoting values and ethos and use them to inform their own planning and teaching. They have exemplary punctuality and attendance and know and use	• How far do you give and receive mutual respect by appropriate dress and speech? • In what ways have you ensured that appropriate distance is maintained with pupils including awareness of social media? • How effectively have you followed pupil well-being and protection policies and procedures when faced with incidents of danger, intolerance or prejudice, including the use of social media? • While upholding British values, have you kept your own views to yourself? • How far have your lessons included support for the school's values and ethos?	

	students' well-being, in accordance with statutory provisions They show tolerance and respect for the rights of others. They do not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. They ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. 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. C Teachers must have an understanding of, and always act within, the	procedures for lateness, absence and providing suggestions for cover work. C They comply with their statutory professional and contractual responsibilities.	● Has your attendance and punctuality given pupils an appropriate role-model? When late or absent have you complied with procedures? ● Have you fulfilled the requirements of your contract of employment?	

	statutory frameworks which set out their professional duties and responsibilities.			