A guide to Induction for Newly Qualified Teachers
in the Royal Borough of Kensington and Chelsea,
the London Borough of Hammersmith and Fulham
and Westminster City Council

September 2015
NQT Induction key features

1 NQT entitlements

2 Roles/responsibilities

3 Statutory Induction guidance, monitoring progress against the Teachers’ Standards

4 Termly reviews and assessment reports

5 NQT CPD Programme

6 Sources of support for NQTs

7 Resources and information for NQTs and schools

1 NQT entitlements

Your induction year is intended to be a ‘bridge’ between your initial teacher training and becoming a fully qualified teaching professional. During this period you should aim to build on what you achieved during your initial teacher training, and you should expect support and professional guidance to enable you to do this.

The Teachers’ Standards define the knowledge, skills and characteristics expected of all teachers. You will be expected to meet these standards fully and consistently by the end of the induction period as would be expected of a teacher at the end of their first year of teaching. The Teachers’ standards are shown at the rear of this guide. The standards apply to all teachers from qualification, through to very experienced teachers. How these standards will be interpreted, and what will reasonably be expected will be determined by what point a teacher is in their career.

As you progress through induction, you will gradually work more confidently and independently as a teacher in order to securely meet these standards.

As an NQT, you are entitled to:

- a reduction of 10 per cent in your teaching timetable in relation to the other teachers in your school. This is in addition to the guaranteed minimum 10 per cent timetabled teaching time for planning, preparation and assessment (PPA) time that all teachers receive
- an individual programme of monitoring and support, which includes sustained and relevant professional development opportunities and the support of an induction tutor in school.
Together with your induction tutor, you should periodically review your progress towards meeting the standards, and set objectives in order to achieve these standards. Together, you should identify and plan for your professional development needs and priorities. This should include what further experience, monitoring and support you would find helpful.

2 Roles and responsibilities
(drawn from the statutory guidance for induction)

The Newly Qualified Teacher

The NQT should be pro-active in the induction process:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards - The Teachers’ Standards will be used to assess an NQT’s performance at the end of their induction period. The decision about whether an NQT’s performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT’s work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgments should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice. Further information on what can be used as evidence can be found in the resources section of NQT Manager
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.
Your key responsibilities are:

- together with your induction tutor, you should periodically review your progress towards meeting the standards for induction, set objectives, and identify and plan for your professional development needs and priorities.

- this should include identifying what further experience, monitoring and support you would find helpful, and to participate fully in the programme of monitoring, support and assessment which has been agreed

- to be familiar with the Teachers’ Standards and monitor your progress in relation to them and contribute to the collection of evidence towards your final assessment

- to take increasing responsibility for your own professional development

- to act quickly and raise any concerns you may have about the content or delivery of your induction programme. First, raise concerns with the school but if you feel that the concerns have not been properly addressed or that they go beyond the school’s systems or procedures you should contact the Appropriate Body contact.

For Kensington and Chelsea and Hammersmith and Fulham:
Julie Shaw at: julie.shaw@rbkc.gov.uk
Westminster:
Linda Crichton at: lcrichton@westminster.gov.uk

- You can also get advice from your professional association, or the National College of Teaching and Leadership (NCTL) Teaching Line: The Teaching Line handles queries about teacher induction and qualified teacher status.
  PH: 0300 7900225.

The Induction Tutor

Each NQT should have a suitably qualified and experienced induction tutor.  
*The induction tutor (or the head teacher if carrying out this role) should:*

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT’s professional development (with the Appropriate Body (AB) where necessary);

- carry out ‘regular’ progress reviews throughout the induction period;
• undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (or pro rata for part-time staff);

• inform the NQT during the assessment meeting, the judgements to be recorded in the formal assessment record and invite NQTs to discuss, and add their comments;

• ensure that the NQT’s teaching is observed and feedback provided;

• ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and

• take prompt, appropriate action if an NQT appears to be having difficulties.

The Role of the Headteacher/Principal

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

• notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction, maintain and retain accurate records of employment;

• meet the requirements of a suitable post for induction;

• ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;

• ensure an appropriate and personalised induction programme is in place;

• ensure the NQT’s progress is reviewed regularly, and that termly assessments are carried out and reports completed and sent to the appropriate body;

• make a recommendation to the appropriate body on whether the NQT’s performance against the relevant standards is satisfactory;

• participate appropriately in the appropriate body’s quality assurance procedures; and

• retain all relevant documentation/evidence/forms on file for six years
The Role of the Appropriate Body

The local authority (LA) in its role as the appropriate body (AB), has the main quality assurance role within the induction process, and should assure itself that:

- head teachers/principals (and governing bodies where appropriate) meet their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and

- the monitoring, support, assessment and guidance procedures in place are fair and appropriate, and receives termly reports on progress against the Teachers’ Standards

- where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support

- the NQT is provided with a contact(s) within the appropriate body with whom to raise concerns this is:

  Julie Shaw, Bi-borough NQT Coordinator (RBKC and LBHF)
  Linda Crichton, Recruitment and Retention Officer in Westminster

- a final decision is made on whether the NQT’s performance against the relevant standards is satisfactory

- appropriate records are kept and NCTL kept informed of all NQT starters, leavers, passes, fails and induction extensions (in specific circumstances)

3 Monitoring and evaluation of progress during induction

The current induction regulations and statutory guidance came into effect from the 1 September 2012 and apply to all NQTs who will complete induction after this date. The latest revised induction guidance dates from September 2015 and a link can be found in the resources section of the online NQT Management system ‘NQT Manager’ more information to follow:

Monitoring progress against the Teachers’ Standards
All NQTs completing induction will be assessed against the Teachers’ Standards which are the professional standards which apply to all Teachers in maintained schools.

Regular observations should take place to inform a fair assessment of progress – it is recommended that the first observation should happen in the first several weeks. This may be done by the induction tutor, or another suitably qualified person with QTS (from within or outside school)
4 Termly reviews and (evidence based) assessment reports

Are submitted termly to the Appropriate Body for review. You should ideally contribute to the assessment reports, although the responsibility for writing your report rests with your induction tutor. You should add your own comments in response to the report, and digitally sign the report when complete. This will show that you have at least read the report even if you choose not to add comments. These formal reports 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. It is therefore helpful if you add a comment in the appropriate section of the form about the quality of support you have received during the Induction year so that the AB knows that any decision is fair and reflects your views.

NQT Manager

In Kensington and Chelsea, Hammersmith and Fulham and Westminster, 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). You will be able to amend your personal details on this system, and add your comments to your termly reports which will be submitted online.

You will be sent login details which will allow you to do this. You should ensure a school email address is included on the system for you, one that you check regularly. If you forget your login details you can go to the login page (below) and request them to be resent to your registered (on the system) email address.

Hammersmith and Fulham - https://lbhf.nqtmanager.com/Login.aspx
Kensington and Chelsea - https://rbkc.nqtmanager.com/Login.aspx
Westminster - https://westminster.nqtmanager.com/Login.aspx

Statutory guidance for induction, the Teachers’ Standards, progress review templates, induction year planner and other templates are all accessible on NQT Manager in the resources section.

Data on NQT Manager is the responsibility of the Induction Team, Linda Crichton and Julie Shaw. Certain professional colleagues may assist the team in the quality assurance process of termly assessment review, and the evaluation and assessment of impact of LA commissioned CPD on NQTs. These colleagues, comprising LA school improvement officers and a limited number of specifically commissioned education specialists are subject to data protection and confidentiality protocols, and are only authorised to access the data for the specific purposes mentioned above. Access to and use of NQT data is closely managed by the Induction Team. Their involvement supports the effective
management of induction across the 3 Local Authorities. It is assumed that these arrangements are acceptable to you, unless you advise either Julie Shaw or Linda Crichton in writing. If you require more information please contact either Julie at julie.shaw@rbkc.gov.uk or Linda at lcrichton@westminster.gov.uk

5 NQT CPD Programme

This could involve access to the Centrally Tri-borough NQT programme, or be a:

School led programme – NQT specific, coaching and mentoring, or whole school training, and could also involve other Professional Development activity which would ideally include:

- observing other teachers
- having feedback on your own teaching
- meeting with key teachers within the school, such as the literacy, numeracy and special needs coordinators, heads of department, heads of year
- discussing your progress towards satisfactory completion of induction
- setting and revising objectives for your professional development
- attending in service training and courses, or other Professional Development, in-school, by the LA or other providers
- Your release time may be organised in whatever way is most appropriate to your needs, to your school, and the training opportunities available, but should be given in reasonable blocks of time
- You may also be encouraged to attend CPD sessions with other providers e.g. LDBS or an Academy chain or teaching school with whom your school has reached an agreement

A broad CPD programme with courses for all teachers (including NQTs), a wide range of centrally co-ordinated courses and a specialist NQT CPD programme for Early Years and Primary NQTs is bookable through the RBKC Learning Centre at: http://lms.rbkc.gov.uk/login/index.php
Go to ‘All courses’, ‘Schools’, ‘NQTs’

The specialist NQT course listings can also be found on NQT Manager in the resources section.
All courses must be agreed with your line manager and booked in advance, preferably online via the link above. Alternatively, contact Clare Sumpter at: clare.sumpter@rbkc.gov.uk with course booking form from the NQT Manager resources section.

Tailored provision can be arranged for secondary NQTs, though generally secondary schools manage their CPD provision for NQTs within school or local alliances.

NQTs should check the courses that they have booked on the RBKC Learning Centre to ensure that they are included on the list of those booked to attend individual sessions. Please do this the day before attending in case any late changes (including cancellations) have been made.

6 Sources of support for NQTs

Induction tutor – should be the first line of support. Ideally you should have regular weekly scheduled contact. Additionally, advice can be sought from:

- HoD/Senior Leaders in school/Headteacher
- RBKC and LBHF contact for induction – Julie Shaw Email: julie.shaw@rbkc.gov.uk
- Westminster contact for induction - Linda Crichton Email: lcrichton@westminster.gov.uk

The “named person” within the LA is the person whom the newly qualified teacher should raise any issues which cannot be resolved in school.

The named person for all three LAs is Lucy Nutt, Tri-Borough Principal Lead Adviser. Email: lucy.nutt@rbkc.gov.uk

Your school is required to inform you of their procedures for raising any concerns you may have about your induction. You should raise concerns with your school in the first instance and if you then feel the concerns are not resolved, you should raise them with the named person above.

- Professional Associations

No-one anticipates problems at work, but they can happen – not always when you expect them. That’s why it’s advisable to join a professional association or union for support, before any difficulties arise. A few of the main unions are listed below, but there are others.

Association of Teachers and Lecturers (ATL) www.atl.org.uk

National Association of Schoolmasters Union of Women Teachers
• **Subject Associations**

- subject and other professional associations (Unions) can often provide a variety of support, resources, fresh input and other development opportunities

• **Teacher Support Network** If you feel the need to discuss work-life balance, or any other issue affecting you as a teacher, in confidence. The Teacher Support Network is an independent charity where teachers can get confidential advice and support. To contact them, please call 08000 562 561 or log onto their website at [www.teachersupport.info](http://www.teachersupport.info)

• **Colleagues, fellow NQTs, family, friends and others**

## 7 Resources and information for NQTs

- The resources section of NQT Manager contains relevant information, regular induction updates, statutory and other professional guidance, templates and induction related resources for NQTs and schools, central NQT programme details, descriptions and dates. Login details are required to access. These will be issued once NQTs have been registered with the AB and authorised for induction

- Tri-Borough Education Service welcome events for NQTs are held in the first few weeks of the Autumn and Spring terms for all new NQTs. Local contextual information is given about the characteristics of the boroughs in which NQTs work, outline of the key aspects of the induction year, signposting to support and resources and a networking opportunity for NQTs to meet each other and the induction team and school improvement colleagues. Professional associations also attend and provide information about how they can help and support NQTs in their induction years and further careers.

- Central Primary NQT Continuing Professional Development (CPD) programme – a comprehensive programme of sessions tailored specifically to the needs of NQTs, available as a package, or individual sessions are bookable – see NQT CPD Programme details on page 8

- Tri-Borough Alternative Provision (TBAP) – a service which provides education and support for children and young people who have been excluded, or are at risk of exclusion from school. TBAP offer guidance and support to schools and staff on managing behaviour and related issues.
• Tri-Borough Music Service a fabulous resource, links with the Royal Albert Hall, the Royal College of Music and other external music partners to support the education, practise and enjoyment of music across schools in all three boroughs.

• Westminster Special Schools Training and Outreach team is made up of specialist teachers who offer training and expertise in the areas of autism, speech, language and communication, hearing impairment and vision impairment, occupational therapy and inclusion. 
  www.qe2cp.westminster.sch.uk/

• The Tri-Borough partnership of Westminster City Council, the Royal Borough of Kensington and Chelsea and the London Borough of Hammersmith and Fulham– there are many useful links and resources within each of these local authorities operating in partnership, and cross-borough expertise available within each of these local authorities

• The NCTL provides a self service facility for teachers who gained QTS in the UK. This service provides teachers with the ability to update personal information on the NCTL database, view their record and download their QTS and Induction certificates following the successful completion of their induction year.
  https://teacherservices.education.gov.uk/SelfService/Login
## NQT Induction Timeline

<table>
<thead>
<tr>
<th>Record</th>
<th>Date</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initial meeting to discuss standards, targets and school policies</td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; 4 weeks</td>
</tr>
<tr>
<td>• Observation 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observation 2 (recommended)</td>
<td></td>
<td>approx half term</td>
</tr>
<tr>
<td>• Review + objective meeting 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observation 3</td>
<td></td>
<td>before end Term 2 deadline</td>
</tr>
<tr>
<td>• Review + objective meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment meeting 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment completed and digitally signed by all on NQT Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term 3/4**

<table>
<thead>
<tr>
<th>Record</th>
<th>Date</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation 4</td>
<td></td>
<td>approx half term</td>
</tr>
<tr>
<td>• Review + objective meeting 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observation 5</td>
<td></td>
<td>before end term 4</td>
</tr>
<tr>
<td>• Review + objective meeting 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment meeting 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment completed and digitally signed by all on NQT Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term 5/6**

<table>
<thead>
<tr>
<th>Record</th>
<th>Date</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation 6</td>
<td></td>
<td>approx half term</td>
</tr>
<tr>
<td>• Review + objective meeting 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observation 7</td>
<td></td>
<td>end term 6</td>
</tr>
<tr>
<td>• Assessment meeting 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Final Assessment and recommendation and digitally signed by all on NQT Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>