

# Supporting induction

for newly qualified teachers

**Assessment**



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# 1 Introduction: formal assessment of newly qualified teachers in the induction period

The arrangements for the assessment of NQTs during the induction period give schools and LEAs an important role in ensuring high standards of entry to the teaching profession. This booklet, *Supporting induction: assessment*, aims to clarify the processes and responsibilities involved in this role, and suggests some approaches that might help schools and LEAs carry it out effectively.

The vast majority of NQTs will have a successful induction into the profession. Some, however, may experience difficulties. This booklet also focuses, in Section 7, on the issue of NQTs at risk of failing to complete their induction satisfactorily.

## Background

**Schools** and **NQTs** know that monitoring, and providing feedback on, new teachers' progress against agreed objectives supports and advances their professional development. This 'formative assessment' is a well-established component of induction programmes in most schools: observation of teaching, objective setting, and both formal and informal feedback on progress, have been typical features of most teachers' first year of teaching.

The statutory induction arrangements make sure that this is an entitlement for every NQT by setting out a programme of formative assessment activities that includes observations and meetings to review progress at least every half-term. These activities are considered in more detail in *Supporting induction: support and monitoring*.

**Headteachers** are asked to make summative assessments of the NQT's teaching and progress based on termly assessment meetings between the induction tutor and/or the headteacher and the NQT. Headteachers are also required to report the outcomes of these meetings to the LEA<sup>1</sup>, and to make a recommendation to the LEA at the end of the NQT's induction period about whether the NQT has met the Induction Standards.

**The LEA** makes a decision about whether the NQT has completed the induction period satisfactorily, based on the headteacher's recommendation. The LEA then communicates this decision to the NQT, the headteacher, the NQT's employer, and the General Teaching Council for England (GTCE).

The national induction arrangements have been designed to make sure that everyone involved has confidence in a school's assessment procedures, and is clear about the progress of each NQT against the Induction Standards, well before the headteacher makes the formal recommendation. (See also *Supporting induction: quality assurance*.) **Schools** should alert the LEA as early as possible to any concerns they have about a particular NQT; **LEAs** will need to offer support and guidance to any schools that require it in order to discharge their responsibilities. Because of this communication between the school and LEA, and the LEA's quality assurance mechanisms, the LEA should only very rarely need to disagree with the headteacher's assessment. If there is a disagreement, however, the final outcome will be decided by the LEA, or by the appeal body if an NQT wishes to appeal against the LEA's decision.

<sup>1</sup> The Regulations and Circular refer to an "Appropriate Body". For maintained schools the LEA will be the Appropriate Body. For independent schools, the Appropriate Body may be the LEA for the area in which the school is situated. Alternatively, schools that are affiliated to the Independent Schools Council may choose to register with the Independent Schools Council Teacher Induction Panel (ISCTIP). Unless otherwise indicated, references to 'the LEA' in these materials also refer to the ISCTIP. The role of the Appropriate Body is outlined on page 13 of *Supporting induction: overview*.

# Introduction

Continued from the previous page

## This booklet

This is one of a package of four booklets<sup>2</sup> to support staff in schools and LEAs as they implement DfES Guidance 0458/2003: *The Induction Support Programme for Newly Qualified Teachers*<sup>3</sup>.

The material in this booklet, and in the three that accompany it, is intended to support the national statutory induction arrangements. This edition of the booklets has been amended to recognise:

- the introduction of new Induction Standards, effective from September 2003; and
- the replacement of the old Career Entry Profile (CEP) with the new Career Entry and Development Profile (CEDP).

In all other aspects the content of the booklets is the same as in previous editions.

We are constantly updating TTA materials and hope to draw on the experience and expertise of colleagues who actually put the induction arrangements into practice and who have a particular interest in the development of effective induction practice. We would therefore be grateful for any comments you have on the materials, or any additions or amendments you would like to see in the next version. Above all, we would welcome any examples of effective practice, documents or materials that have proved useful, or interesting solutions to problems that have arisen, which colleagues involved in induction may find useful.

The four booklets are presented as a single resource, but we anticipate that they will be used selectively rather than in their entirety. Different topics will be of greater or lesser interest according to the roles of the readers or the stage in the induction process that has been reached. The booklets have been designed to enable users to find guidance on different aspects of the induction arrangements as and when they need to: for example, when planning a training programme for induction tutors or focusing on a particular procedure.

The first booklet in the package, *Supporting induction: overview*, provides an introduction to the booklets as a whole (pages 4–5), as well as an introduction to the new arrangements, and a timeline showing the main stages of the induction process (pages 6–7). Each booklet has a detailed table of contents, and carries cross-references to relevant points in the other booklets: for example, the guidance offered on classroom observation in *Supporting induction: support and monitoring* may also be useful to induction tutors planning for assessment; the management of assessment meetings discussed in this booklet will be relevant to induction tutors planning meetings to review progress and support.

The booklets clarify and expand on the Guidance. However, they do not represent an authoritative or comprehensive summary of the new induction arrangements. They are no substitute for the Guidance, which gives the authoritative statement of the new arrangements to which schools, LEAs and others will need to refer.

**2** Further copies of these materials are available on the TTA website at [www.tta.gov.uk](http://www.tta.gov.uk) or by contacting TTA publications on 0845 60 60 323.

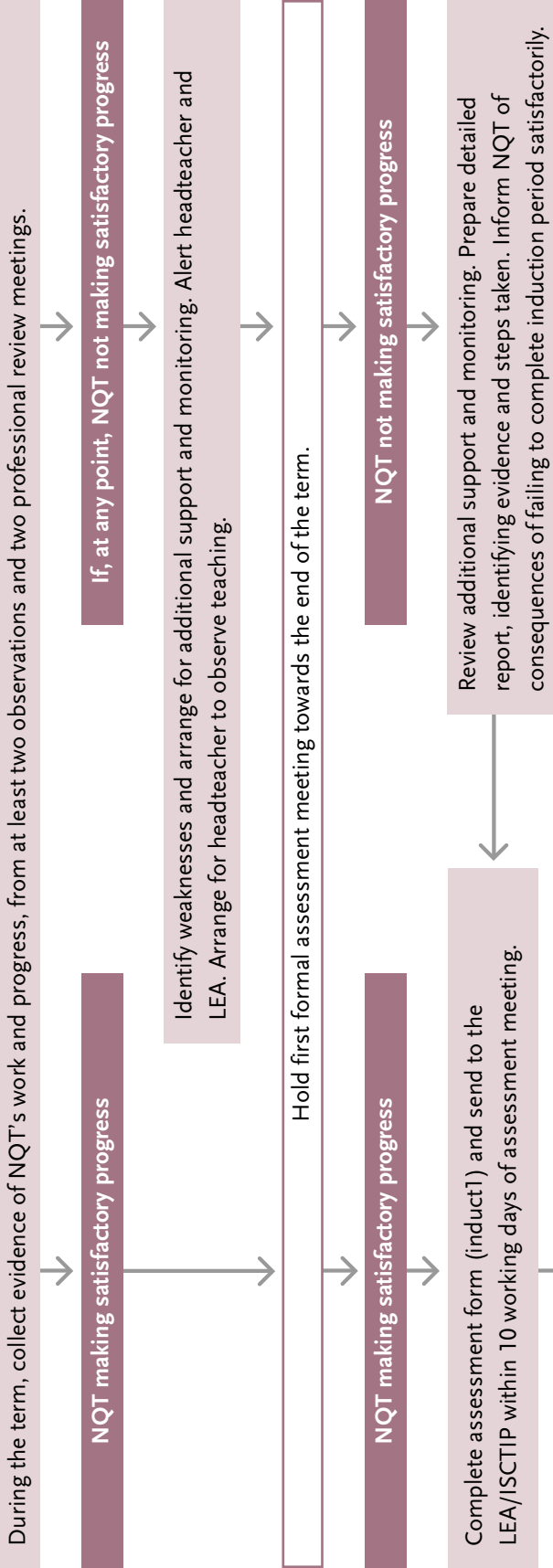
**3** Copies of DfES Guidance 0458/2003 can be obtained by accessing the DfES website at [www.teachernet.gov.uk/nqtinductionguidance](http://www.teachernet.gov.uk/nqtinductionguidance) or by contacting DfES Publications on 0845 60 222 60. Guidance 0458/2003 is referred to throughout these materials as ‘the Guidance’

This booklet addresses the following topics:

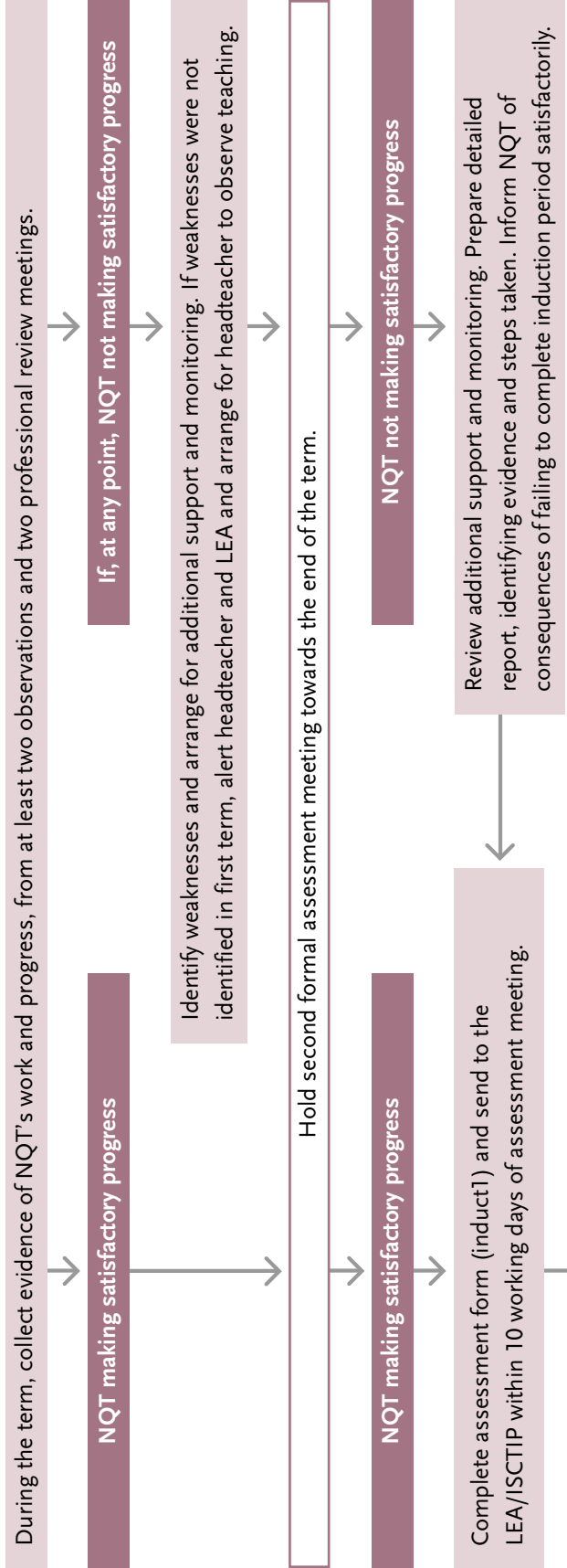
- Ways in which schools can prepare for their role in assessing NQTs (section 3) pages 8–9.
- Procedures relating to assessment meetings (section 4) pages 10–14.
- The collection and use of evidence (section 5) pages 15–16.
- The use of Induction Standards in assessment (section 6) pages 17–20.
- What happens if an NQT is at risk of failing to meet the Induction Standards (section 7) pages 21–29.

## 2 Overview of the assessment process

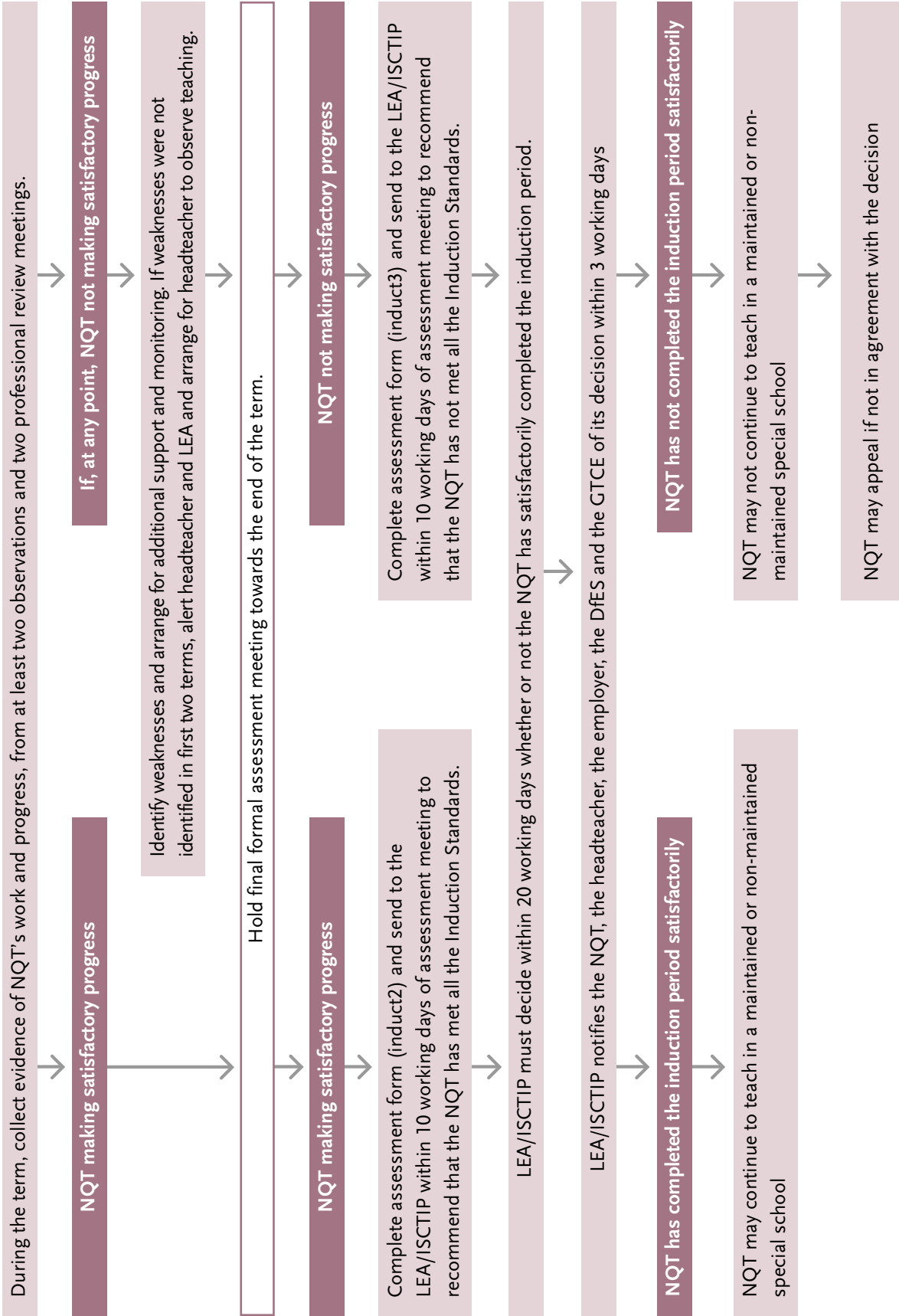
### Term 1



### Term 2



# Term 3



# 3 Assessing newly qualified teachers in the induction period

## Key considerations for the school

Given the importance of the headteacher's recommendation at the end of the induction period, schools will want to be sure that their assessments of the NQT's performance are fair, and that their judgements are secure.

**Headteachers** will want to make sure that:

- the school looks at its arrangements for assessment at the outset of its planning for induction; and
- its assessment procedures are robust, transparent and fair.

*Supporting induction: quality assurance*, sections 3 and 4 offers some suggestions about how headteachers might gain these assurances.

It is particularly useful to look at the following at an early stage of establishing the school's procedures:

- clarifying roles and responsibilities for assessment in the school;
- preparing colleagues who will contribute to assessments;
- how those with key roles in the assessment process communicate with each other; and
- how evidence of the NQT's progress will be collected.

We look at these in some detail below.

## Roles and responsibilities in the school

It is important that everyone involved in the induction arrangements is clear about who has responsibility for:

### – managing the assessment process

The **headteacher** retains overall responsibility for making sure that the school's assessment procedures are fair and rigorous, but the day-to-day management of a particular NQT's assessment will probably rest with the **induction tutor**. In larger schools there may also be an '**Induction coordinator**' or other senior member of staff with an overview of induction arrangements, including assessment. This may be a

useful way of tying the assessment of NQTs into the school's wider appraisal and performance management procedures.

### – collecting evidence

Day-to-day responsibility for making sure that evidence is collected and collated will probably lie with **induction tutors** (see also section 5 of this booklet).

### – making and recording judgements

Formal assessment meetings will involve the **NQT** and either the **headteacher** or the **induction tutor acting on the head's behalf**. The induction tutor will usually be responsible for the formal recording of decisions made. The headteacher must make the final recommendation about whether the NQT has met the Induction Standards and, although headteachers may draw heavily on the input of others, such as the induction tutor, they cannot delegate this responsibility (see also section 4 of this booklet).

### – submitting reports

In most cases the **induction tutor** will make sure that forms are completed, circulated to those who need to see them, signed by the headteacher, and dispatched to the LEA on time. Of course, the form submitted after the final assessment meeting is also the **headteacher's** formal recommendation, and the head needs to make sure that it is submitted within the timetable set out in the Guidance.

At every stage, it is especially important that **NQTs** are clear about their own role. They should be fully involved in the assessment process, and they need to know from the start of the induction period what contribution they will make to monitoring their own work, collecting evidence of the progress they have made, and keeping records.

## Preparation of school staff

Schools and LEAs need to make sure that everyone involved in the assessment process is confident about making reliable and fair judgements about the NQT's work, and that they are prepared for their roles. *Supporting induction: quality assurance*, section 3, offers some suggestions about how schools can gauge the readiness

of their staff to take on these responsibilities.

Training and support programmes need to take account of the previous knowledge and experience of induction tutors and others contributing to the assessment of the NQT. Many teachers, particularly those with coordination and management roles, have experience of monitoring and supporting the work of their colleagues. Some will also have expertise in assessing trainee teachers against the Standards for the award of QTS.

Although their experience will not guarantee that these teachers are well prepared to assess NQTs, their support and development needs will differ from those who are less familiar with assessing teaching colleagues. Any training programmes need, therefore, to be carefully targeted.

Approaches to preparing induction staff that schools have found helpful include:

- organising paired lesson observations, involving staff who have experience of initial teacher training assessment where possible;
- providing training activities led by, or through, experienced induction tutors from the school's own staff or from a neighbouring school; and
- participating in courses provided by HEIs and/or LEAs, including accredited programmes.

The materials in these booklets have been designed to support training and preparation activities, but should not in themselves be regarded as a training course.

### Communication within the school

Good communication is a key feature of effective induction practice and it is particularly important in relation to assessment.

Time and effort may be saved in the longer term if the school produces clear documentation that sets out how the assessment requirements will be implemented within the school. This can provide an important source of support to those involved, especially if it is made available from an early stage in preparing staff for the assessment role. It does not need to be extensive or exhaustive, and schools may wish to draw on examples from these

*Supporting induction* booklets, other TTA materials or on standard documentation produced by the LEA.

Documentation for the NQT needs to include the name of the LEA contact, and explain clearly the procedures that the NQT and/or the school should follow if either encounters any difficulties.

The focal points of summative assessments in the induction period are the **assessment meetings** held towards the end of each term (see section 4 of this booklet). It is helpful if these are arranged as soon as possible after the NQT takes up post, and if everyone who is likely to contribute has a clear and shared understanding of the purpose of these meetings; the kind of preparation that will be necessary; and the timetable to which they are working.

**Informal day-to-day communication** is also important.

Many NQTs will want to talk about professional matters on a regular basis, especially with their induction tutor, rather than only at scheduled review discussions when the focus is on the NQT's progress.

It is particularly important to address any difficulties that arise as soon as possible after they are identified, when timely intervention may be more effective, rather than waiting for formal discussions. (See also section 7 of this booklet.)

### Evidence

Judgements about an NQT's work should be supported by evidence.

It is helpful if, at an early stage, the headteacher or other senior member of staff who has overall responsibility for induction in the school agrees with induction tutors and NQTs the range and quality of the evidence that will be required at each stage of the process. In this way, they are likely to keep the paperwork that will be created to an essential minimum.

As much as possible of the evidence should derive from everyday teaching, management and professional development processes, rather than being created in addition to the normal work of the school. (See also section 5 of this booklet.)

## 4 The assessment meetings

This section focuses on the following aspects of assessment meetings:

- timing
- focus
- preparation
- conduct
- reporting outcomes.

### The timing of the meetings

Three formal assessment meetings are held between the **NQT** and either the **induction tutor or headteacher** during the induction period, towards the end of each term. These meetings are in addition to the meetings to review progress and informal ongoing conversations between NQTs, induction tutors and other relevant staff.

The final assessment meeting should take place in the second half of the third term, and as close to the end of the term as possible, especially in cases where the NQT is experiencing difficulties and is in danger of failing to meet the Induction Standards. If the recommendation is submitted early, the LEA and/or the NQT may later challenge it because it was premature. As a result, administration relating to recommendations and decisions about the completion of induction will sometimes need to be completed during school holiday periods.

Assessment meetings are distinct from the review of progress meetings held each half-term between the **NQT** and their **induction tutor** to review progress and (if necessary) revise the NQT's objectives (see *Supporting induction: support and monitoring*, section 6 and Guidance Paragraphs 76–81). Some NQTs and induction tutors may agree to hold the assessment meeting immediately following the last review of progress meeting in each term. However, the NQT may prefer to have an opportunity to reflect on the outcomes of the progress review before the formal assessment. Creating space between meetings also avoids the danger of the session being too long or not allowing sufficient time or attention for some issues.

If the professional review meeting and assessment meetings are combined, everyone involved needs to be clear about the point at which the review meeting ends and the assessment meeting starts. There must be a clear distinction between the formal assessment meetings, which play a key part in summative assessment and the formulation of a headteacher's recommendation, and more informal professional review meetings.

### Focus of the assessment meetings

At the end of the induction period, in order to complete the induction period satisfactorily, an NQT must

- meet all the Induction Standards;
- continue to meet the Standards for the award of QTS consistently and with increasing professional competence.

These requirements are set out in full in the Guidance and in the TTA publication *Into induction*.

The assessment meetings need a focus that relates to these requirements.

For many NQTs, the meetings will have the following pattern:

- the first summative assessment meeting focuses mainly on the extent to which the NQT is continuing to meet the Standards for the award of QTS, with some broad discussion of the areas covered by the Induction Standards;
- the second summative assessment meeting focuses mainly on progress towards meeting the Induction Standards; and
- the third summative assessment meeting focuses on whether the NQT has satisfactorily completed induction.

However, this approach may not always be appropriate and the focus chosen will depend upon the pattern and rate of an NQT's progress. This in turn will be influenced by the nature of the NQT's prior work experience and also by the context of the specific post. Teaching circumstances and the timing of professional learning and development opportunities may be such that an NQT is, for example, able to:

- make considerable progress in relation to some of the Induction Standards in the first term;
- focus on consolidating specific aspects of the Standards for the award of QTS in the second term.

The key principle is that NQTs should be given the opportunity to meet all of the Induction Standards by the end of the induction period, and to demonstrate that they have done so. Within this, the induction programme must be flexible and be able to respond to the needs, strengths and priorities for development of the individual NQT. This needs to be taken into account when agreeing the agenda for, and holding, an assessment meeting.

Following the final assessment meeting, schools and NQTs will wish to identify objectives for the second year of teaching, and to make sure that the progress and achievements of the first year of teaching are used as a basis for the NQT's longer-term continuing professional development. Transition Point Three of the Career Entry and Development Profile (CEDP) can be used to prepare for and structure this discussion.

## Managing the meetings

Experience suggests that the following factors are important in conducting successful meetings.

### Before...

The **headteacher** and/or **induction tutor** and the **NQT** will find it helpful to:

- distinguish clearly between the **formal assessment meetings** and any ongoing observations, informal professional development conversations, or review of progress meetings;
- consider the **venue** for the meeting carefully. Should it be held in the NQT's classroom, the induction tutor's room, or the headteacher's office? The best setting is likely to be one that is conducive to a private professional discussion, where all involved will feel comfortable and where there is very little likelihood of being interrupted or overheard;
- agree an **agenda** in advance, preferably several days before the meeting. This will set the focus of the meeting

and might, for example, be structured around different sections of the Standards, or be based on the NQT's objectives for the term. A sample agenda is set out on page 12, which suggests how particular pieces of evidence might be used as a starting point for discussion;

- allocate uninterrupted time to the meeting and take steps to minimise the danger of rescheduling; for example, by alerting the person in charge of cover arrangements. A meeting of between one and two hours will probably be needed to do justice to the agenda.
- agree in advance the amount and type of **evidence** that will be needed at the meeting, based on the agreed focus.

### ... during...

- The meeting will normally be between the induction tutor and the NQT but there may be circumstances where it would be appropriate for **someone else**, such as the headteacher or head of department, to be present: for example, if this would be particularly helpful in light of one of the issues being discussed, or where there are concerns about the NQT's progress.
- The discussion at the meetings should involve an **honest assessment**, which affirms the NQT's strengths and identifies points for further development, but doesn't shy away from areas that need to be improved. If patterns of feedback and professional dialogue have been as open as they should be throughout the term, there will be no surprises at the assessment meeting.
- It is important that **the NQT's own views** are taken into account and that any support which needs to be considered in more detail in subsequent review of progress meetings is identified.

### ... and after

- It is vital that there is a **common understanding** of the main points agreed during the assessment meeting. This is particularly important if there is any doubt about the NQT's ability to achieve the requirements for the induction period. Notes should be made and in many cases it may well be helpful to complete the assessment report form during the meeting, even if only in draft. It is important that the assessment reports do not contain information that has not been discussed.

# The assessment meetings

Continued from the previous page

Fig 1: Sample agenda for the second assessment meeting

## INDUCTION PERIOD – TERM 2

Assessment meeting between Alex Palmer [NQT] and Conor Keane [induction tutor]

Tuesday 25th March 1.00 – 2.30pm

### AGENDA

- 1 Clarification of purpose of meeting.
- 2 Assessment of professional values and practice – use notes and follow-up sessions from observations to discuss use of feedback and contributions to observations.
- 3 Assessment of knowledge and understanding – use Alex's self-assessments and notes from professional review meetings to discuss wider aspects of professional development.
- 4 Assessment of teaching – use lesson observation (class 8P, 20th January) by Pat Ashton as starting point for discussion of progress with behaviour management.
- 5 Completion of the assessment report form.
- 6 Review of professional development support for Alex – itemise and evaluate usefulness. Identify areas for further consideration in objective setting and review of progress meetings for term 3.

## First- and second-term reports

The **headteacher** is responsible for recording the outcomes of the meetings on the standard form that is included in the Guidance. The school's LEA may have provided copies of these forms. The same standard form is used for each of the first two assessment reports and, in each case, the headteacher is also responsible for sending the completed form to the LEA within 10 days of the meeting. These forms provide interim reports on the NQT's progress at the end of the first two terms and record whether the headteacher feels that, at the current rate of progress, the NQT will meet the Induction Standards at the end of the induction period. Headteachers are not committing themselves to making the same judgement at a later date, when the NQT's performance may have improved or declined.

An excerpt from a completed sample report is given on page 13.

It is especially important that assessment reports for NQTs who are thought to be at risk of failing to complete the induction period satisfactorily include specific information about areas of weakness, the evidence that informed the judgement, the objectives that have been set and the support that will be provided. (See also section 7 of this booklet.)

This sample form was completed by the induction tutor after discussions with the headteacher. The form was then shared with the headteacher and the NQT, who added his own comments, before it was signed by all three and sent to the LEA.

**Fig 2: An extract from an induction assessment form for the end of the first term**

### **Professional values and practice**

- David is increasingly making an active contribution to developments in the department in areas where he is particularly strong: for example, in the way he has drawn on the diverse cultural background of the pupils to develop the KS3 Art & Design curriculum.
- He participates actively in staff meetings and often makes valuable contributions. Some of his contributions on modern approaches to design have been adopted by other Art and Design teaching staff and have added depth to the curriculum.

### **Knowledge and understanding**

- David has sought to observe several more experienced colleagues with the aim of developing his ability to intervene in learning. As a result, this is increasingly effective and David is now improving on the pace of his lessons, particularly with his Year 8 and 9 groups.
- He has used the discussions he has had with his induction tutor, using the CEDP, particularly well to inform and support the setting of objectives: for example in seeking opportunities to take part in the department's curriculum planning.

### **Teaching**

- He understands the extent of his responsibilities with regard to SEN and acts in line with school policies. In conjunction with our SENCO he has been successful in identifying those pupils in his year groups with special educational needs and his planning incorporates their requirements.
- David is aware of the skills required to complete written reports for parents. He has not yet had an opportunity to provide formal written or oral feedback to parents, and this is the subject of further planned professional development and review in term 2.
- Working relationships with teachers and support staff in the department are good: David is an active and valued colleague, who welcomes feedback and is always seeking to develop his practice.
- He is working well with the school's assertive discipline policy, and has consistently secured a good standard of behaviour and a productive working environment in all his classes.
- A particular strength of David's is planning, which is detailed and appropriate: for example, he has been especially successful in setting learning objectives that take account of the high ability level in his Year 10 group. He is currently setting targets for his Year 10 group on an individual basis.

### **Comments by the NQT**

I am pleased with this report and happy to accept its content. I hope to take forward my practice and to use the report to set targets in relation to pace of lessons, and in the preparation of written reports for parents.



# The assessment meetings

Continued from the previous page

## Third-term report: the headteacher's recommendation

After the third and final assessment meeting, the **headteacher** makes a recommendation to the LEA about whether the NQT has met the Induction Standards. The LEA makes its decision on the basis of this recommendation.

In the vast majority of cases the recommendation will be positive and the report will consist of the headteacher's signature to the summary statement that can be found in the Guidance. It is, of course, open to the head to submit more detailed notes if, for example, they wish to pick out any particular aspects of the NQT's teaching for praise. The NQT should sign the assessment report forms (and there is space for NQTs to make comments if they wish). If reports are written soon after the meeting it will allow NQTs some time to consider their own comments without delaying the submission of the report to the LEA.

Where the headteacher judges that the NQT has not met the Induction Standards at the end of the induction period, the information that is sent to the LEA on the relevant form in the Guidance will be more detailed. This will include information about the requirements that have been met, areas of weakness and the evidence that informed the head's recommendation. (See also section 7 of this booklet.)

## 5 Collection and use of evidence

Secure judgements about whether an NQT has met the Induction Standards depend on the use of appropriate and reliable evidence. It is essential that discussions of the NQT's progress at all three assessment meetings, and the judgements made, should relate clearly to available evidence (see Guidance paragraphs 71–81).

The evidence may take various forms, such as:

- records of observations and professional review meetings;
- the outcomes of self-assessment by the NQT;
- analysis of pupils' work and assessment records, both formal and informal;
- samples of the NQT's planning and lesson evaluations; and
- information about the NQT's liaison with others such as parents and colleagues.

This section focuses on the first three sources of evidence listed above.

In most cases, it won't be necessary to collect large amounts of supporting evidence. It is more helpful to select specific pieces of evidence that arise from the NQT's day-to-day work, and from the induction monitoring and support programme, to illustrate progress and achievement in relation to the Induction Standards.

If the headteacher has also been the NQT's induction tutor, and has undertaken all the classroom observation, the Guidance suggests that the head and the NQT should think about ways in which a third party could be involved in providing evidence. Examples might include an LEA link inspector or adviser, or an experienced teacher from another school. An external perspective can increase the headteacher's confidence that the assessment is fair. Support of this kind should be planned for when the NQT and induction tutor are devising the induction programme, and it is helpful if the NQT knows in advance who the additional observer will be.

### Lesson observation and review meetings

Observations of the NQT's work will inform assessment in two ways:

- directly, through consideration of lesson observation records at the assessment meeting, and
- indirectly, through consideration of the notes from review of progress meetings that have in turn been informed by lesson observations.

*Supporting induction: support and monitoring*, section 5, provides examples of different approaches to undertaking and recording lesson observations.

- **Open** approaches can be particularly useful where a meeting considers broad issues as a way of identifying specific areas of teaching for discussion.
- More **structured** observations can be particularly useful in an assessment meeting if the participants have decided beforehand to discuss an area of the Standards in depth, for example where a priority for development has been identified.

### Self-assessment

**NQTs** bring skills of self-assessment with them to their first post and they are familiar with the Standards for the award of QTS. They have a valuable contribution to make to their own assessment and the use of self-assessment is a way of making sure that the NQT is fully involved at each stage of the process. Self-assessment also provides insight into whether the NQT and the induction tutor are coming to similar judgements about the NQT's progress, and where it would be helpful to focus if their views diverge.

NQTs' approach to self-assessment will be influenced by the methods that they have found to work well for them in initial teacher training, as well as by any professional development portfolio systems that may be in place in the school or LEA.

# Collection and use of evidence

Continued from the previous page

Activities could include:

- logging of ‘critical incidents’ or ‘classroom snapshots’ in relation to an area that has been identified for improvement;
- close observation of a few individual pupils and their progress;
- review and analysis of written evaluations of lessons that have been made over the course of a term; and
- examining the work of a group of pupils in comparison with their work in a range of other subjects.

All too often, NQTs are far more aware of the areas where they need to make progress than of their substantial achievements in their first year of employment as a teacher. **Induction tutors and others** can help by encouraging NQTs to identify and build on their strengths in their self-assessments, as well as monitoring areas for improvement. They can also ensure that NQTs’ own assessments are valued and that time is given to discussing them at review meetings.

## Evidence of pupil achievement

Evidence about pupil progress and achievement can provide useful information about the NQT’s work in relation to consolidating their achievement of the QTS Standards and making progress against the Induction Standards in areas such as target-setting, planning for special educational needs, or making accurate, independent assessments against national performance levels.

Both the NQT’s assessment records and samples of the work of individual pupils collected over a period of time are useful sources of evidence. Examples of pupils’ work can be used to focus in depth on specific aspects of teaching and pupil assessment. Examples of the NQT’s assessment records could be used to illustrate wider points: for example, how the NQT uses assessment information in planning, or how effectively the NQT liaises with parents.

## Using the Career Entry and Development Profile<sup>4</sup>

The professional discussions that the NQT has with their induction tutor using the profile can also provide evidence that NQTs have engaged in, and have taken responsibility for, their own professional development. This would relate to the section of the Standards on Professional Values and Practice and Knowledge and Understanding

However, the main purpose of the CEDP is to provide a mechanism for NQTs to develop their individual path of professional learning and development. It does not, therefore, have a central role in the assessment of the induction year.

<sup>4</sup> Each NQT takes a CEDP with them from initial teacher training to their first teaching post. Copies of the CEDP are available on the TTA website [www.tta.gov.uk/induction](http://www.tta.gov.uk/induction) or by contacting TTA publications on 0845 6060 323.

## 6 Using the National Standards

NQTs are assessed against standards that the Secretary of State has set out for the satisfactory completion of the induction period. This section outlines the requirements in relation to meeting the Induction Standards and suggests some approaches to making assessments against them.

### The requirements

In order to complete the induction period satisfactorily, an NQT must:

- meet all the Induction Standards; and
- continue to meet the Standards for the award of QTS consistently and with increasing professional competence.

These requirements are set out in full in the Guidance and in the TTA publication *Into induction*.

Formal assessments that are reported to the LEA should always relate to these Standards and it is essential that all those involved in assessing NQTs know and understand them. Some schools use additional criteria in their induction support and assessment processes that relate to the specific context in which the NQT is working: for example, an NQT working in a boarding school may have specific pastoral responsibilities. However, such criteria do not form part of the statutory arrangements and, if they apply, they ought to be dealt with separately. It is important that they have no bearing on the assessment for satisfactory completion of the induction period that determines whether or not an NQT is eligible to stay on the register of the GTCE and continue to teach in a maintained school.

### The Induction Standards

The Induction Standards are grouped under the headings of:

- Professional Values and Practice
- Knowledge and Understanding
- Teaching.

They require the NQT to:

- work with increasing professional competence in areas where, during initial teacher training, it was assumed that they would need the support of an experienced teacher;
- focus on aspects of professional practice which can be better developed during employment as a qualified teacher, and over a longer period of teaching than is available to most trainee teachers during their initial teacher training; and
- consolidate and build on what they have already achieved in order to be awarded QTS.

These principles should guide those considering the distinction and progression between the Standards for the award of QTS and the Induction Standards. While those assessing NQTs against the Standards need to have high expectations of them, expectations should be realistic and achievable, and take account of the fact that even at the end of the induction period, most NQTs will have only one year's teaching experience.

# Using the National Standards

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## Making use of key questions relating to the Standards

During their first year as fully qualified teachers, NQTs are expected to continue to meet the QTS Standards consistently. This is a different challenge from meeting them as a trainee teacher. But this does not mean that schools should reassess NQTs in detail against the QTS Standards. If they are supported effectively, their day-to-day teaching will show that they are continuing to meet the QTS Standards with greater initiative and less reliance on the direct help of more experienced colleagues. It is this decreasing need for a 'safety net' that is implied by the requirement for "increasing professional competence".

On the other hand, responsibility for assessing the NQT against the Induction Standards does rest with the school. The Induction Standards are much fewer in number and cover broader areas. Responsibility lies with the **headteacher** and **induction tutor** to ensure that all NQTs are given the opportunity to meet all these Standards and to demonstrate that they have done so.

Before **headteachers** make a recommendation that an NQT has satisfactorily completed the induction period, they will need to be confident that the NQT has met all the Induction Standards. But this shouldn't require a mechanistic, tick-list approach. Nor does it mean that each Standard has to be supported by its own extensive evidence base. Headteachers do need to know that they can, if necessary, explain and justify their judgement.

A common approach to assessing the extent to which an individual is meeting required Standards is the use of key questions. A wide range of formats is used for this, and three possible approaches are suggested below. Schools might like to adapt one or a combination of these for their own use, or to use these examples to inform their own thinking.

## Question bank

Some schools and LEAs have found it useful to compile a 'bank' of questions which induction tutors and NQTs can draw on when agreeing the focus of lesson observations, in review of progress meetings, and for setting the agenda of formal assessment meetings. Induction tutors and NQTs select questions that relate to relevant areas of the Standards in order to stimulate thinking and act as prompts for discussion about the level of an NQT's performance. The questions are not all considered in the same depth.

Examples of the sorts of questions that could be used in this way are included in *Induction Standards – TTA guidance for newly qualified teachers*, which is available from the TTA website at [www.tta.gov.uk/induction](http://www.tta.gov.uk/induction) or from our publications line on 0845 6060 323.

**Fig 3: aide-mémoire as a basis for discussion**

Another approach is to compile an aide-mémoire of the progress made by the NQT which NQTs and induction tutors can use when preparing for an assessment discussion.

For example, each half-term, the NQT and the induction tutor might complete a simple table with columns alongside questions relating to agreed priorities for development, using codes to indicate areas for improvement, areas of acceptable practice and areas of particular strength.

The process of completing such a table can be particularly useful when the NQT and the induction tutor do so independently and then use a comparison of the results as a starting point for a discussion. It is important to note that a record like this is not suitable for use as a grading system that feeds directly into the assessment of the NQT.

An example of such a format and some questions is set out below.

NQT: John Agwuna						
Questions relating to the Induction Standards	Oct	Dec	Feb	Apr	June	Comments
Does planning show an understanding of the place of objective-setting in raising pupil achievement?	D	D	A	A		
Does planning take account of the specific needs and different rates of progress of all pupils?	D	A	A	S		
Are support staff allocated appropriate responsibilities, given their expertise and role?	D	D	A	S		
D: this is an area for further development A: there is clear evidence of achievement in this area S: this is an area of particular strength						

Induction tutor: Lindsey Tilbrook						
Questions relating to the Induction Standards	Oct	Dec	Feb	Apr	June	Comments
Does planning show an understanding of the place of objective-setting in raising pupil achievement?	D	A	A	S		
Does planning take account of the specific needs and different rates of progress of all pupils?	D	D	A	A		
Are support staff allocated appropriate responsibilities, given their expertise and role?	D	A	S	S		
D: this is an area for further development A: there is clear evidence of achievement in this area S: this is an area of particular strength						

# Using the National Standards

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## **Figs 4 & 5: specific teaching contexts**

Some schools have found it helpful to take the specific teaching context as the starting point and to relate areas of the Standards to this. This might be particularly useful in schools that use a similar approach in professional development discussions with more experienced teachers.

Sample questions from two schools taking this approach are set out below.

### **Behaviour management in a large primary school**

In the first example, a large primary school with several NQTs wished to develop its behaviour management policy. As part of this, a staff meeting was held to identify possible performance indicators for the whole staff to use in assessing effective behaviour management. These indicators then informed the questions that induction tutors and NQTs devised for assessing this aspect of the NQTs' work.

#### **Fig 4: To what extent does Samira [the NQT]:**

- have and communicate clear, consistent and explicit expectations of behaviour, achievement and completion of work?
- Involve the children in evaluating their own behaviour?
- Show awareness of individual needs in dealing with behaviour?
- Know which behavioural issues are most important and how they relate to school policies?
- Use a range of behaviour management strategies, including those that enable her to anticipate and prevent inappropriate behaviour?

### **Teaching science in a secondary school**

In the second example, the staff in a secondary science department looked at the Standards for the award of QTS and the Induction Standards alongside the department's particular priorities and those of the NQT. They then devised a series of questions that focused on these priorities.

#### **Fig 5: To what extent has James [the NQT] demonstrated that he is able to:**

- Design and use lesson plans that are based on clear, scientifically focused objectives, appropriate to the class taught?
- Make confident use of a variety of assessment strategies, including the assessment of practical scientific experiments and appropriate use of testing?
- Select and use equipment that leads to very stimulating lessons in a safe way?
- Make confident and imaginative use of different teaching strategies that promote scientific curiosity and investigation, including demonstration where appropriate?

## 7 NQTs at risk of failing to complete the induction period successfully

The vast majority of NQTs will have a successful induction experience that provides a good foundation for their future career and professional development. Some may experience difficulties at different stages of their induction, and the statutory arrangements have been designed to make sure that NQTs in these circumstances receive prompt and appropriate support in order to meet the required Standards by the end of the induction period.

There will, however, be a small number of NQTs who, despite having already met the Standards for the award of QTS, and despite the provision of targeted support across three terms, do not make sufficient progress in their first year of teaching and are unsuited to employment as a teacher.

NQTs who fail to complete the induction period satisfactorily will be dismissed from their posts and removed from the GTCE register. Extensions to the induction period will only rarely be granted – usually where factors outside the control of the NQT and/or the school make it impossible to reach a judgement about whether the NQT has met the Induction Standards. They will not be used simply in order to provide NQTs with more time to meet the Standards. This is why it is so important to make sure that appropriate support is provided to any NQT at risk of not meeting the Induction Standards, and that judgements are secure.

Specifically, steps should be taken to make sure that those with responsibility for the NQT's induction programme in the school, primarily the **headteacher** and **induction tutor**, are able to:

- identify problems and report them to the LEA as early as possible;
- collect evidence to support clear and unambiguous judgements against the Induction Standards;
- provide the NQT with appropriate advice and opportunities for professional development as soon as difficulties are identified;
- set relevant objectives for the NQT;
- record, monitor and evaluate the procedures and action taken.

These steps are considered in more detail below.

### Early identification and reporting of problems

Matters of concern must be discussed at the earliest possible stage. There is rarely anything to be gained by waiting to see if problems will “sort themselves out” once the NQT has had time to settle in. Early discussion of difficulties is more likely to lead to successful intervention and support, and the avoidance of crisis. In some cases, problems can be quickly and easily resolved by, for example, the simple expedient of enabling the NQT to work closely with a class teacher in the same year group, or a member of the same department. Some cases may require the **school** or **department** to think about an aspect of their organisation, such as their division of responsibilities or allocation of teaching resources.

Similarly, an NQT who has concerns about the school's monitoring, support and assessment arrangements should raise these as early as possible – with the school in the first instance; and with the LEA if they are not resolved within the school.

If difficulties are not resolved quickly and the induction tutor has concerns about the NQT's progress, the **headteacher** will wish to be alerted. If concerns are such that there are real doubts about the NQT being able to meet the Induction Standards at the end of the induction period, the school shouldn't wait until formal assessment meetings have taken place, but should inform the LEA at the earliest opportunity.

When concerns are raised, it is very important for headteachers to make sure from an early stage that NQTs are fully aware of the consequences of failing to meet the Induction Standards, and have a full understanding of both the weaknesses identified and the progress that they need to make. They may also wish to encourage the NQT to make contact with their professional association representative as an additional source of advice.

# NQTs at risk of failing to complete the induction period successfully

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The LEA needs to assure itself that assessment of the NQT is secure and that relevant objectives and a support programme are in place to help the NQT rectify any weaknesses that have been identified.

It is important for the induction tutor and headteacher to make sure that the report form that is sent to the LEA after the assessment meeting contains:

- full details of identified areas of weakness. These should be related to specific Induction Standards, or aspects of Standards, or – if appropriate – to aspects of the QTS Standards which the NQT is not meeting consistently;
- a note of the evidence used to inform these judgements;
- the objectives set for the coming term; and
- the additional support that the school will offer.

They should make sure that the NQT receives and keeps a copy of the form.

LEAs will use this as a basis for making decisions relating to their responsibilities as the Appropriate Body (see Guidance paragraphs 82–101).

## Use of evidence

The range and quality of evidence is clearly important, both in identifying the nature of the NQT's difficulties, and in providing a focus for any additional support and advice. The induction tutor and NQT, working together to diagnose practice, to identify objectives and to monitor progress, need to be able to draw on high-quality evidence that is relevant to the concerns being addressed. The provision of reliable evidence is also helpful to the NQT in the important process of reviewing their own practice. It is likely that more evidence will be collected in the case of an NQT experiencing difficulties than will be collected for those NQTs making normal satisfactory progress.

If the induction tutor is not the headteacher, the headteacher will want to observe the teaching of any NQT considered to be at risk. If the induction tutor is the headteacher, it may be advisable for the head to ask a third party to review the evidence and observe the NQT's teaching. This could be, for example, a senior colleague from another school, someone from the LEA, or someone from a provider of initial teacher training.

## Setting of objectives

Effective objective-setting is an essential component of professional development planning and review in the induction period. It can make a significant difference to the chances of success for an NQT who is experiencing difficulty. The NQT will find it particularly useful to be involved in setting and prioritising specific, sometimes short-term, objectives, which are then reviewed at frequent intervals. In this way, the **induction tutor** can make sure that objectives are manageable and achievable, that timescales are realistic and that the NQT has the best possible opportunity to meet the necessary requirements.

Again, the advice of LEA inspection and advisory services, or an ITT provider, can be helpful, particularly in identifying objectives that are appropriate to the QTS and Induction Standards.

## Additional support and advice

The professional development opportunities and advice provided to NQTs experiencing difficulty will need to be reviewed at frequent intervals. This will be easier if the induction programme is recorded in some detail, so that all involved have clear and shared expectations about the nature and levels of support that will be provided. This record, together with the objectives that are set, should be reflected in the termly reports to the LEA.

In addition to in-house support, schools may wish to consider provision from outside their own boundaries that is tailored to the NQT's individual needs. A programme might include, for example,

- visits to observe good practice in other schools with similar characteristics;
- participation in Inset courses which address the specific areas of difficulty;
- direct advice and support from LEA advisory staff, ITT providers, and others.

**LEAs**, local providers of ITT and, where appropriate, diocesan officers could be a useful source of information about the availability of relevant opportunities. If the NQT or the school requests it, LEAs should be prepared to provide additional advice and guidance on how the NQT can be helped to meet the requirements.

### Monitoring and evaluation

The **induction tutor** will want to make sure that regular, frequent monitoring of progress related to areas of concern is part of a pattern of support and advice. The induction tutor will wish to provide the **NQT** with opportunities to reflect upon and evaluate their work, and to offer oral and written feedback which identifies progress and next steps in relation to the agreed objectives. It will be helpful to keep dated and signed notes of the outcomes of monitoring activities in case the LEA needs them.

**Schools** will wish to evaluate their procedures and assessment and support processes at whole school level. Evaluation that feeds into whole school development planning will help to make sure that assessments are fair and well-founded, and that schools are well placed to offer timely and appropriate support to NQTs experiencing difficulty. (See also *Supporting induction: quality assurance*, section 9.)

### Examples of NQTs who experience difficulties in the induction period

The examples below illustrate two possible ways in which schools might work with NQTs who experience difficulties during the induction period. Although based on real cases, these scenarios have been created for the purpose of this booklet.

#### Scenario 1: Tony

Tony worked as the teacher of a Y5 class with 28 children of mixed ability, in a suburban primary school with 250 pupils on roll. His relationships with children and staff were good, and curriculum planning was effective, thanks largely to the school's long-term curriculum framework. However, the children in his class failed to make sufficient progress in the core subjects in the first half term and their attainment was lower than expected.

Observations by his induction tutor during the first half-term, suggested that Tony had begun to focus on activity rather than on learning – that the tasks he set were mainly ritualistic and routine, and seldom related to a meaningful context. Tony's teaching tended to focus on more able children, with little differentiation other than by outcome.

Tony's first review of progress meeting took place just before the October half-term, and involved the NQT, the induction tutor and the headteacher. The headteacher was asked to attend the meeting by the induction tutor because of the seriousness of the concerns. The discussions focused on notes from the observations and the work of a sample of pupils. It was agreed that Tony's most important needs were to improve his identification of learning objectives and to reflect them in his short-term planning and in his teaching. It was also agreed that Tony needed to raise his expectations of the pupils' achievement and that visits to other Y5 classes in other schools would be useful in this respect. The discussions following the observations helped in refining Tony's teaching objectives and helped Tony in his self-evaluation. Objectives were set in relation to



## NQTs at risk of failing to complete the induction period successfully

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improved short-term planning for the core subjects, beginning with mathematics. These identified realistic and achievable objectives for lessons, clearly linked to specific and differentiated activities for the children.

The school's mathematics coordinator was enlisted to help Tony translate the school's scheme of work for the subject into both medium- and short-term objectives, and to suggest some appropriate activities to support children's learning across a range of abilities. The link inspector was asked to identify effective teaching in Y5 classes in other schools and the headteacher contacted three of the schools concerned to arrange a half-day visit, with the opportunity to observe teaching and learning, to scrutinise children's work in mathematics and English, and to discuss the planning process with the class teacher.

Monitoring of short-term planning by the induction tutor and the headteacher was increased over the following half-term, with the focus on mathematics. The school's link inspector visited Tony in his classroom and observed him teaching. A further monitoring visit by this inspector was arranged for early in the spring term.

The professional review meeting in December included a focus on the report that Tony had made from his visits to other classes as well as the observations that had been made of his own lessons and Tony's self-evaluation of his planning and teaching. Some progress was noted but it was decided that the NQT induction assessment report form sent to the LEA at the end of the first term should indicate that the school was not confident that Tony would meet the Induction Standards by the end of the year. The report included details of the objectives set, the monitoring arrangements and the support provided.

By the time of the professional review meeting in February, considerable improvement was evident in respect of teaching and learning in mathematics, and also in English – which was to have been the focus of further support and advice during the spring term. Tony reported that the key action, which had the most impact on his thinking and practice, was the opportunity to talk with a successful practitioner in another school. It was that teacher's specific suggestion about how she organised the children's groups for mathematics teaching that had been most significant in improving Tony's mathematics teaching.

The impact of the pragmatic advice given by a colleague from another school was carried over into other core subjects, with the result that Tony was able to complete the induction period satisfactorily. It was felt, however, that, while Tony had met the Induction Standards, his professional development would benefit from further focus on the monitoring and assessment of children's work, and the development of a wider range of strategies for more effective formative assessment. These formed the objectives for appraisal during the following academic year.

**Fig 6: An extract from an induction assessment form for the end of the first term**

### **Professional values and practice**

Tony is making satisfactory progress in this area.

Tony is a willing and active contributor to discussions about planning across year groups, and has made useful contributions to developing the school's new behaviour management policy.

Tony has found it particularly useful to observe the practice of other teachers in this and another school, and this will be a key element of his support this term. Further support will also be provided by Tony's induction tutor and by the school's literacy and mathematics coordinators.

### **Knowledge and understanding**

Tony is making satisfactory progress in this area.

Tony has made an active and constructive contribution to his own professional development and has worked closely with his induction tutor to identify where he is experiencing difficulties, set new objectives and agree appropriate development activities.

### **Teaching**

Tony is making satisfactory progress in some areas, but not in others.

Observations of Tony's teaching indicate that he makes good use of the school's long- and medium-term planning frameworks, but pupils' work suggests that his short-term planning for specific classes continues to be insufficiently focused on improving his pupils' achievement. There is little differentiation and Tony tends to focus his teaching on the more able pupils, accepting underachievement too readily. In his self-evaluation Tony recognises his continuing difficulty in adapting his planning and teaching to provide an appropriate range of activities. He needs to make considerable progress in this aspect of his teaching in order to meet the induction requirements.

In the second term, Tony has agreed to renew the target of developing his ability to set appropriate learning objectives for all of his pupils and using these as a basis for his planning and teaching. He will aim to develop his mathematics teaching further, but has also agreed a new target relating to raising his expectations of pupil achievement in literacy. (Copy of the relevant page from his action plan is attached.)

Observations of Tony's teaching show that he has built excellent relationships with his pupils. Their behaviour is generally good and Tony handles inappropriate behaviour well.

In the classroom, support staff are used well to support classroom management. Tony needs now to use their experience and expertise to the full in his planning and the management of children's learning. He has successfully implemented, and contributed to the development of, the school's long-term curriculum plans.

Tony could usefully develop his day-to-day monitoring of pupils' achievements and the way in which he uses this in his planning. He also needs to think about how he uses feedback to parents to involve them in their children's learning. Tony has set longer-term objectives in relation to these points. (Copy of the relevant page from his action plan is attached.)

# NQTs at risk of failing to complete the induction period successfully

Continued from the previous page

## Scenario 2: Ann

Ann was appointed as a history teacher in a large secondary school, and worked mainly with Y7 – Y9 pupils. From an early stage she encountered difficulties with classroom management, resulting in disruptive behaviour and frequent confrontations between herself and the pupils in the classes. Ann raised this in early informal discussions with her induction tutor (head of history) who arranged to make two observations of her teaching. Ann and her induction tutor discussed each of the lessons observed shortly afterwards.

Ann's class management was the main focus of this first review of progress meeting. The meeting was attended by Ann, her induction tutor, and the deputy headteacher with overall responsibility for NQTs. Ann's lesson plans, the induction tutor's observation notes and the relevant Standards for the award of QTS were used to inform the discussion. It was agreed that, whilst planning, preparation and teaching approaches were satisfactory, Ann needed to use a wider range of classroom management strategies to improve children's work habits and behaviour. Short-term objectives were set, and Ann was encouraged to monitor and record incidents of both poor and good behaviour for later analysis in discussion with her induction tutor.

The LEA's history inspector was asked to carry out a monitoring visit in the second half term and to join a professional review meeting following this to help identify possible causes and to formulate a revised support programme. In the meantime, arrangements were made for Ann to observe some of her classes being taught by more experienced teachers and a more frequent pattern of observations and professional discussions was organised for Ann and her induction tutor.

At the second review of progress meeting, the history inspector drew attention to the connection between the teaching approach adopted by Ann, the often inappropriate nature of the tasks set for pupils, and the behaviour shown by a significant number of the pupils. These difficulties were compounded by class management that was characterised by frequent negative

comments about the pupils' behaviour and the lack of effective oral and written feedback to pupils about their work.

The meeting was also used to discuss and arrange a more intensive support programme, which would provide opportunities for Ann to:

- meet with her induction tutor on a weekly basis to discuss planning, with particular reference to the variety of tasks set, including increased opportunities for group work and discussion;
- observe her induction tutor's teaching of history, to focus on the strategies used to establish and maintain a purposeful classroom;
- teach alongside a colleague within the department who was particularly successful in providing constructive oral and written feedback to pupils;
- take part in an Inset course on classroom management strategies at the local professional development centre.

Objectives were set in respect of improving Ann's behaviour management, in line with school policy, and in the range and variety of teaching and learning methods used. The assessment meeting that followed the professional review discussion was used to make sure that there were shared understandings about areas where teaching was considered to be satisfactory and areas of concern. The NQT induction assessment report that was sent to the LEA following the assessment meeting clearly indicated the school's concerns and recorded the evidence on which it was based, the objectives that had been set and the support that both had been provided and was planned.

Observations during the spring term, including an observation by the headteacher, suggested that, whilst there was an improvement in the nature and quality of Ann's presentation to the whole class, follow-up work was often limited to asking pupils to write up what they had talked about. Pupils were rarely supported by the teacher in this task, and this resulted in inappropriate behaviour on the part of a small number of pupils. Classroom management strategies remained weak and disruptive

behaviour was either not addressed or was confronted angrily.

At the first spring term review discussion, it was agreed that Ann would benefit from further advice from the school's learning support department in order to differentiate better the written work set. It was also agreed that she should be helped to implement a behaviour programme in respect of three specific pupils. Objectives were agreed in relation to increasing the range and variety of follow-up activity for pupils; improved differentiation of the work set; and the consistent implementation of behaviour programmes for the three identified pupils.

Monitoring of Ann's planning, and observation of lessons that was carried out during the latter part of the spring term involved Ann's induction tutor, the head of learning support and the deputy headteacher with overall responsibility for induction. This revealed little or no improvement in the range and variety of follow-up work for pupils, and a decrease in the quality of presentation. Planning failed to identify activities appropriate to the ages and abilities of the pupils, and inappropriate behaviour on the part of a growing number of pupils was a characteristic of all classes taught. It was clear that these difficulties were preventing Ann from making progress in respect of other areas of the Induction Standards.

Details of the school's concerns, the evidence on which it was based, the objectives that had been set and the support provided were discussed at the second assessment meeting and included in the second NQT induction assessment form that was sent to the LEA following the meeting. Ann was encouraged by her induction tutor to invite her professional association representative to this meeting and to raise any concerns of her own. Ann's headteacher also attended this meeting and explained the consequences for Ann of failing to meet the Induction Standards by the end of the induction period. Ann remained keen to be a teacher, and felt sure that with sufficient time she would be able to overcome her difficulties.

Objectives were reviewed and revised and further support was identified for the third term, including an increased allocation of learning support teacher hours for some of Ann's lessons. The level of support from Ann's induction tutor and frequency of professional discussions was maintained. The LEA history inspector made a second visit to the school and concluded that the school's assessment was secure and that the professional development programme and objectives set were relevant and appropriate. The final assessment meeting was scheduled for the very end of term to make sure that Ann was provided with as much time as possible to make the necessary improvements to her teaching.

At the final assessment meeting with Ann, the headteacher and the induction tutor, it was concluded that Ann could not be recommended for satisfactory completion of the induction period.

# NQTs at risk of failing to complete the induction period successfully

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Fig 7: An extract from a “Failure to complete the induction period satisfactorily” form

## Professional values and practice

Ann has failed to meet the Induction Standards in this area.

Ann has made consistent efforts to take school-wide policies on board, but has been unable to implement them effectively because of her difficulties with classroom management.

## Knowledge and understanding

Ann has failed to meet the Induction Standards in this area.

Ann has experienced difficulties in playing a constructive role in her own professional development – although responding positively to the support provided, she has not found it possible to implement the practical suggestions offered, with the result that many of her difficulties with her professional practice persisted throughout the induction period.

The difficulties Ann has experienced in adapting her planning and teaching strategies have resulted in disruptive behaviour in most of her classes throughout the induction period and poor progress by many of her pupils. Ann’s response to inappropriate behaviour has often been confrontational and has not led to improvement.

## Teaching

Ann has failed to meet the Induction Standards in this area.

Ann has taken care to involve learning support teachers in the planning of lessons they support, but during the teaching of lessons has found it difficult to work collaboratively and often expects the support teacher to take full responsibility for addressing the needs of pupils who are experiencing difficulty.

Ann approaches her planning in a systematic and detailed way, but her planning and teaching take insufficient account of the needs and attainment of the pupils, and her task-setting is often rigid and limited. Ann has been keen to improve this aspect of her teaching and has participated in a range of professional development activities (see attached record of support activities). However, she has not succeeded in planning work independently that is appropriate to the subject matter or the attainment and needs of the pupils taught: she has rarely been able to challenge pupils or to maintain their sense of purpose.

Ann did not sustain the mid-year improvements she made to presentation in her lessons and did not meet her objectives in providing support to pupils in their writing.

Ann has found it difficult to provide effective or constructive feedback to either pupils or their parents. She has been methodical in her record-keeping but has not been able to make accurate assessments independently or to use her monitoring and assessment effectively to inform her planning and teaching. This has resulted in her continuing to set inappropriate targets for children and sticking to rigid and undifferentiated lesson plans.

Feedback to parents has tended to focus on the negative aspects of children’s behaviour rather than offering constructive reports on pupils’ learning.

**Evidence on which the assessment in the final report is based:**

Observations by induction tutor (head of history) at least once every three weeks after the first half-term.

Observation by LEA inspector for history on 23 November and 2 June.

Observation by headteacher on 28 January.

Observation by deputy headteacher responsible for induction on 22 March.

Observation by head of learning support on 18 February.

Reports from professional review discussions (deputy head participated in first review meeting; LEA inspector participated in second review meeting).

Examples of Ann's plans for lessons and units of work.

Examples of pupils' work, marked by Ann.

Examples of reports to parents written by Ann.

**Record of support activities**

From January to July, weekly meetings with induction tutor to discuss planning and variety of tasks set, together with increased number of observations and discussions of Ann's teaching.

Four observations by Ann of experienced teachers in the school.

Two observations by Ann of induction tutor – focus on strategies to establish purposeful working environment.

Six lessons teaching alongside a colleague – focus on provision of oral and written feedback.

Participation in LEA course on classroom management strategies (three half-day sessions).

Monthly review of objectives.

Advice from LEA inspector for history.

Advice from learning support dept and help with behaviour support programme for three pupils.

Increased allocation of learning support teacher hours (two Year 9 lessons, one Year 8 lesson and one Year 10 lesson a week).





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Portland House, Stag Place, London SW1E 5TT

Publication Line 0845 6060 323

TTA Switchboard 0870 4960 123

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