

Red Oaks NQT Policy 2020-21

Review Date: Sept 2020

Next Review Date Due: Sept 2021

1. Aim

The aim of this policy is to ensure that all newly-qualified teachers (NQTs) complete the required period of induction. The school's induction process ensures the appropriate guidance, support, training, knowledge, expectations and observations are provided through a structured but flexible and supportive individual programme. This policy includes the Early Years Foundation Stage.

2. Objectives

The school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs.

The objectives of induction include:

2.1 To provide high-quality support to NQTs enabling them to develop their potential in all aspects of their practice as fully as possible in this year.

2.2 To put in place well-trained, experienced and able colleagues who will ensure the procedures are as beneficial as possible to the development of the NQT and ensure that the induction process is carried out rigorously and fairly.

2.3 To submit the required reports to SBC and at the end of the induction period to make recommendations based on rigours and fair assessment as to whether or not the NQT has met the induction standards.

2.4 To provide programmes appropriate to the individual needs of the NQT.

2.5 To provide NQTs with examples of good practice.

2.6 To help NQTs form good relationships with all members of the school community.

2.7 To encourage reflection on their own and observed practice.

2.8 To provide opportunities to recognise and celebrate good practice.

2.9 To provide opportunities to identify areas for development.

2.10 To help NQTs to develop an overview of teacher's roles and responsibilities.

2.11 To provide a foundation for longer-term professional development.

2.12 To help NQTs meet all the core teaching standards.

3. Responsibilities

3.1 The Headteacher

The Headteacher will be jointly responsible with the appropriate body (SBC) for the monitoring, support and assessment of the NQT.

The Headteacher will:

- a. Inspect PGCE / BEd qualifications in full before the NQT starts work.
- b. Register the NQT with SBC before the start of the first term in which the NQT is employed by the school.
- c. Ensure the post is suitable for induction.
- d. Ensure an experienced NQT Induction Tutor will coordinate the induction process, ensuring that each NQT receives adequate support with which to meet the induction standards by the end of the induction period.
- e. Appoint for each NQT an Induction Tutor/ Mentor, usually an experienced and able member of the staff.
- f. Provide the NQT with a 10% reduced timetable in which induction activities may take place.
- g. Inform SBC and the NQT, in the assessment meetings and at the end of any term, if any NQT is at risk of failing to meet the induction standards by the end of the induction period. The Headteacher will observe his or her teaching and will inform him/her clearly in writing of the consequences of failing to make the necessary improvements.
- h. To ensure that all statutory processes are carried out.
- i. Make the governing body aware of the NQT's progress.

3.2 The NQT Induction Tutor will:

- a. Ensure that support, monitoring and assessment takes place at the required times during the induction period. Weekly meetings will be minuted and targets set.
- b. Ensure the NQT is aware of expected roles and knows the contact in SBC in case of complaint.
- c. Co-ordinate and provide guidance and an effective personalised programme of support for the NQT based on the NQT's Career Entry Development Profile (CEDP). This will include observation of other colleagues in lessons and extra-curricular activities.
- d. Observe the NQT regularly and provide prompt, fair, constructive and well-founded feedback on standard being achieved.
- e. Assess the NQT's progress against the teachers' standards
- f. Conduct and minute half-term review meetings with the NQT, end of term assessment and review meetings and will write reports as required by SBC.
- g. Ensure all paperwork is completed, agreed, signed and copied to all parties by the required dates.
- h. Notify the Headteacher and take prompt action if the NQT is in difficulty.

3.3 The Induction Tutor will:

In addition to the NQT Induction Tutor, who has the responsibility for the formal assessment of the NQT, a Mentor may be provided (depending on the NQT's position within the school) to provide ongoing support on a daily basis. The Mentor will contribute to the judgements about the progress against the core standards.

3.4 The NQT will:

- a. Engage fully with the Induction process, providing the necessary documentation including CEDP and proof of having passed the requisite tests in numeracy, literacy and ICT.
- b. Negotiate with the induction tutor a programme of development based on procedures in the school and on the CEDP, thereby becoming a competent teacher and a constructive and active member of his or her department.
- c. Engage in self-evaluation and reflection
- d. Attend NQT courses (run by SBC) and any other courses required and weekly meetings with Induction Tutor

- e. Gather evidence to support his/her progress against the teaching standards
- f. Become familiar with the required standards and attempt to ensure his or her teaching reaches these standards.
- g. Keep records of professional development, monitoring and assessment.
- h. Express any concerns about his/her induction process firstly to the induction tutor. If a satisfactory response is not obtained the concern should be expressed to the Headteacher and in the event that a satisfactory response is still not obtained, to the contact at SBC.

4. Entitlement - THE NQT

4.1 Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction, in line with SBC guidelines. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at Red Oaks School are as follows:

- a. Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- b. A meeting at the beginning of the induction year with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- c. Help and guidance from an NQT Induction Tutor who is adequately prepared for the role and will coordinate the induction programme.
- d. Regular meetings with Induction Tutor, senior managers, subject coordinators and other key staff where appropriate.
- e. Time and regular opportunities to meet with other NQTs at the SBC NQT meetings.
- f. The opportunity to observe experienced colleagues teaching.
- g. A reduction of 10% of the average teacher's workload. This time is used for completing tasks set by the NQT Induction Tutor and attending courses.
- h. Have teaching observed by experience colleagues.
- i. To receive prompt written, as well as oral feedback, on the teaching observed and to receive advice as necessary.
- j. Opportunities for further professional development based on agreed targets.

k. Lesson observation, reviewing and target setting.

4.2 Assessment & Quality Assurance

4.2.1 The assessment of NQTs will be rigorous but also objective.

4.2.2 The criteria used for formal assessments will be shared and agreed in advance.

4.2.3 Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.

4.2.4 Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.

4.2.5 The NQT Induction Tutor will ensure that assessment procedures are consistently applied.

4.2.6 Copies of any records will be passed to the NQT concerned.

4.2.7 Termly reports submitted to SBC and shared with the NQT will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for coming term
- support to be provided by the school
- the NQT's self-evaluation

4.3 At Risk Procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place:

4.3.1 An expectation is established that the support provided will enable any weaknesses to be addressed.

4.3.2 Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.

4.3.3 Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.

4.3.4 Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.

4.3.5 Early warning of the risk of failure will be given and the school's concerns communicated to SBC without delay.

4.3.6 Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

4.3.7 Where necessary, the Headteacher/SBC adviser will support the NQT Induction Tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. An action plan will be put in place as a supportive step with clear, measurable targets to work against in a set timeframe.

4.3.8 Failure to improve against the targets set in the action plan and against the teaching standards will result in the NQT not making satisfactory progress. Further support and action planning will continue to be put in place and NQTs that are at risk of not making satisfactory progress will be invited to meet with SBC adviser and Headteacher to discuss ways forward.

4.4 Addressing NQT Concerns

If an NQT has any concerns about the induction, Induction Tutor and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with SBC.

5.1 What to Expect

- Initial meeting with Induction Tutor 1:1 to discuss Appendix 1.
- Weekly meetings either as a small group or 1:1 will be held with Induction Tutor to discuss specific weekly tasks, feedback from drop ins and address any concerns or issues. NQTs will complete Appendix 2 during the meeting, copying for the Induction Tutor and saving in their NQT folder.

- Fortnightly informal 'drop ins' where verbal feedback will be given linked with a specific focus.
- Termly formal lesson observations by Headteacher and Induction Tutor where full written feedback will be given.
- Termly reviews for SBC will be completed by the Induction Tutor (alongside the mentors) and shared with the NQT based on lesson observation and other evidence against the teaching standards.
- Weekly NQT time (10%) with focused tasks to complete. Timetable will be given by the Induction Tutor. This time can also be used to read through the Themes in Appendix 4 and collect evidence that standards are being met and NQT tasks are being complete on Appendix 5a.
- When an NQT observes other members of staff they are required to complete the peer observation form, Appendix 5b.
- NQT courses will run throughout the year. Appendix 5c will need to be completed after attendance. A copy should be kept in NQT file.
- If any concerns are raised through the year, Appendix 6 will be completed by Headteacher, Induction Tutor and Mentor, alongside the NQT.
- At the end of the year the NQT will complete Appendix 7 prior to the final report for SBC being written. A copy of this should be in the NQT file.

Appendix 1

Name of NQT:

Name of Induction Tutor:

Assessment Period One: Summary of Initial Meeting

During the meeting the following issues should be discussed:	
Roles, responsibilities, expectations	<input type="checkbox"/>
Professional requirements	<input type="checkbox"/>
Verbal confidentiality	<input type="checkbox"/>
Use of and access to NQT portfolio	<input type="checkbox"/>
CEDP – strengths and areas for development	<input type="checkbox"/>
Gathering evidence	<input type="checkbox"/>
Other Issues	<input type="checkbox"/>
First lesson observation and feedback arranged	<input type="checkbox"/>
Summary of meeting (transition point 2):	

Signature of NQT:

Signature of Induction Tutor:

Appendix 2

NQT Weekly Meeting Record Sheet (if the NQT does not keep a weekly log, it is suggested that the NQT fills this record in at the meeting and copies it to the mentor and/or the Induction Tutor)

NQT	Induction Tutor/Mentor
Date and focus of discussion	
Record of discussion	Core standard
Action to be taken by NQT	
Action to be taken by Induction Tutor/Mentor	
Date and topic for next meeting	
Signed by NQT: Signed by Induction Tutor/Mentor:	

Appendix 3

Record of Professional Review Meeting

The DfE recommends that records of meetings are kept

NQT:		Induction Tutor:	
Term 1	Term 2	Term 3	
Evidence considered e.g. lesson observation, pupils' work, NQT's evaluations			
Summary of progress			
New needs identified & support provided by the school			
Targets for the coming term & date of next lesson observation/meeting			
Any concerns raised by the NQT or Tutor			
Signed by Induction Tutor:			Date:
Signed by NQT:			

Appendix 4

Theme 1

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

Core Standards 1, 2, 4, 6, 38, 39, 40, 41

Core Standards Summarised: These standards are about developing and building professional relationships and how effective communication is used.

- 1 Have high expectations & respectful relationships with learners.
- 2 Hold & adopt high standards of professional behaviour, values & attitudes.
- 4 Engage in effective two-way communication (with learners, parents, carers, colleagues).
 - 6 Collaborate & co-operate where appropriate.
- 38 Set, manage & maintain high standards of learners' behaviour.
- 39 Promote learners' self control, independence & cooperation.
 - 40 Collaborate. Share good practice.
- 41 Work closely with colleagues in supporting learning.

Examples of aspects of practice covered by these standards might include:

- using a variety of techniques and strategies to develop learners' confidence and trust
- developing activities that promote and develop learners' social, emotional and behavioural skills
- using different strategies of communication (informal and formal) appropriate to the audience that take account of culture, context and linguistic differences
- taking opportunities to communicate with parents and colleagues, in and out of the classroom, and to establish relationships with them which encourage discussions about common issues relating to learners and provide relevant and concise information about their progress, development and well-being
- implementing working protocols and engaging in collaborative working such as team teaching, linking with specialist teachers who work with children with special educational needs or disabilities, or with those involved in implementing the Every Child Matters agenda, both in and beyond school
- developing your knowledge about when and how to refer issues about learners' behaviour to others within the school
- planning and implementing aspects of support work, guiding and/or directing the work of others.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- What support and guidance have you received in developing constructive relationships with learners, parents and colleagues?
- What opportunities have you had to develop and promote positive behaviour, attitudes and values through your teaching?
 - To what extent have your colleagues involved you in the planning of parents' evenings?
 - What guidance and/or opportunities have you been offered in your school to help you work collaboratively with other professionals?
- What additional support or guidance do you feel you need to ensure your planning takes account of the roles of colleagues?

Theme 2

WORKING WITHIN THE LAW AND FRAMEWORKS

Core Standards: 3, 16, 21, 22, 23, 24, 37

Core Standards Summarised:

- 3** Work within statutory frameworks & promote equality.
- 16** Understand statutory & non statutory curricula & National Strategy framework.
- 21** Consult with others who have responsibility for safeguarding all learners, including external agencies.
- 22** Know legal requirements, national policies & guidance for safeguarding all learners.
- 23** Know local arrangements for safeguarding all learners.
- 24** Know how to ID potential child abuse/neglect. Follow procedures.
- 37** Establish a purposeful & safe environment. Personalise & extend learning

Examples of aspects of practice covered by these standards might include:

- taking the initiative to find out about relevant workplace policies and practices and current legislation concerning the rights of children
- taking opportunities, for instance in staff, team or departmental meetings, to contribute to discussions about the development of any new policies or practices governing the teaching profession and the workplace and implementing them
- showing an awareness of the relevant statutory and non-statutory curricula and frameworks in your planning and teaching
- developing your understanding of your responsibilities in relation to the health, well-being and safety of children and young people
 - developing your knowledge of how and when to access appropriate information regarding safeguarding using the experience and expertise of key personnel.
- making judgements, with support, about how to act to safeguard a child or young person and making appropriate use of the local safeguarding arrangements such as the Local Safeguarding Children Board or other agencies with responsibility for child welfare
- developing your knowledge about your school policy and guidance about how to recognise children who may be at risk of neglect or abuse and taking steps to increase your awareness of the different forms and extent of child abuse, including physical, emotional and sexual abuse.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- What opportunities are there for you to keep up to date with the latest statutory requirements for your subject and/or curriculum area?
 - What information and briefings have you received on the current legal requirements and local arrangements for safeguarding children and young people and implications for your practice?
 - What information have you received about when and whom to consult regarding matters of safeguarding?
- How confident are you about how you can ensure your learners are safe and that health and safety regulations are complied with?
 - What additional support or guidance do you feel you need?

Theme 3.i

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING: PEDAGOGIC PRACTICE

Core Standards 10, 11, 12, 13, 14, 15, 17, 19

Core Standards Summarised:

- 10** Have up-to-date professional knowledge to provide effective personalised learning.
- 11** Know assessment requirements & arrangements.
- 12** Know a range of assessment strategies.
- 13** Know how to use statistical info to evaluate, monitor & raise attainment.
- 14** Know how to use reports & external info to inform feedback & set targets for development.
- 15** Have up to date subject knowledge, know how this contributes to cross-curricular learning.
- 17** Know how to use literacy, numeracy & ICT skills to support teaching.
- 19** Know how to design & deliver effective personalised, inclusive teaching.

Examples of aspects of practice covered by these standards might include:

- developing an awareness and understanding of strategies that ensure personalised learning and knowing what resources exist in your school to make personalised provision for learners such as the gifted and talented, those with special educational needs, disabilities or those for whom English is an additional language
- developing and using a range of strategies to manage behaviour and create a positive, calm and purposeful learning environment
- finding out what statistical information is available in school and how it is used by your colleagues
- developing knowledge about how and where to access information in order to advise learners about their attainment, current progress and areas for improvement
 - developing your understanding of how different types of assessment can be used to identify personal learning needs
 - taking steps to ensure that you maintain and update your subjects/curriculum area knowledge
 - identifying and knowing where you can make effective use of your ICT skills in your teaching and wider professional activities
 - understanding how you can promote the principles of inclusion and equal opportunity.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- From whom can you seek support, where appropriate, to help you implement and keep up to date with current assessment policies and practices?
- Where can you find out about behaviour management strategies and any specific issues concerning behaviour in your school?
- How can you develop your knowledge and understanding about the assessment requirements and expectations of learners in the age range above and below that which you teach?
- Are there any aspects of your professional activities which you believe could be improved through better knowledge and use of personal literacy, numeracy or ICT skills?
- What teaching resources that reflect cultural diversity have been made available to you, and what opportunities have you taken to apply them? What additional support or guidance do you feel you need?

Theme 3.ii

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING: PROMOTING CHILDREN AND YOUNG PEOPLE'S DEVELOPMENT AND WELL-BEING

Core Standards 5, 18, 20, 25

Core Standards Summarised:

- 5** Recognise the role of colleagues, parents & carers in raising attainment.
- 18** Understand how the rate of development of learners can be affected by external factors.
- 20** Understand the role & contribution to learning of colleagues with specific responsibilities for individual learning needs.
- 25** Know how to ID/support learners affected by changes/difficulties in their lives. Know when to refer.

Examples of aspects of practice covered by these standards might include:

- developing a general knowledge and understanding of the range of agencies, organisations and colleagues working with learners, both inside and outside school, so that you know when, how and who to ask for advice, support or information
- developing your awareness of your responsibilities regarding confidentiality and sharing information, and when and how information about an individual child or young person should be shared with others and the actions to take
- developing your knowledge about how to respond to concerns about a child or young person's development
- using knowledge obtained from others about learners' development and well-being to inform your own planning and practice.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- Are there opportunities for you to involve parents and carers in discussions about a child or young person's development and well-being and how can you use these effectively?
- Have you been made aware of who you would need to ask for help in dealing with concerns about a child or young person's development and well-being?
- Are you kept fully informed of the range of other colleagues' responsibilities covered by these standards and the role they have in supporting your pupils' learning (for example, SENCOs, inclusion managers, gifted and talented leading teachers, child care workers, health service professionals, language assistants)?
 - Have you been briefed about the local protocols for information sharing?
 - What additional support or guidance do you feel you need?

Theme 4.i

PROFESSIONAL SKILLS: PLANNING AND ASSESSMENT

Core Standards: 26, 27, 28, 31, 32, 33, 36

Core Standards Summarised:

- 26** Plan for progression, including well-organised sequences within lessons & across lessons.
- 27** Design opportunities to develop learners' literacy, numeracy, ICT, thinking and learning skills.
- 28** Plan, set and assess coursework/out of class assignments that contribute to learning.
- 31** Make use of a range of strategies for setting learning objectives, monitoring progress & levels of attainment.
- 32** Provide accurate, constructive feedback on attainment, progress & areas for development.
- 33** Support & guide learners to reflect, identify progress, set targets & become independent learners.
- 36** Review feedback & guide learners.

Examples of aspects of practice covered by these standards might include:

- planning lessons that make progressively challenging demands on all learners and have clear, specific and achievable learning objectives that take into account prior attainment as well as expectations in the next key stage
- planning lessons, homework and other out-of-class assignments and activities which allow learners to choose, use and apply skills they have acquired within lessons, for example in literacy, numeracy and ICT
- using information from monitoring and assessment to set targets for progression and improvement in meeting learners' needs
- using a range of resources to make personalised provision for learners, such as gifted and talented pupils, or those with special educational needs or disabilities
- helping learners to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on
- discussing teaching and learning with learners themselves, their parents or carers, and colleagues and using their feedback to help you develop your teaching plans.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- What preparation and support have you been offered to guide you in planning your lessons or, where applicable, out-of-school learning activities?
 - What opportunities have you had to be involved in out of school learning?
- Have you been informed of the different observation, assessment, monitoring and recording strategies used in your school?
 - What support have you had to use assessment data and other evidence about learners' past achievements to set challenging learning objectives and enable learners to identify the progress they have made and what they have to do to improve?
- Have you been supported in taking opportunities such as parents evenings to discuss learners' targets and learning objectives, and to engage parents and carers in their children's learning?
- Have you been made aware of the school's policy on homework and its implications for your practice?
- How have you been helped to use resources in lessons which take practical account of diversity to meet learners' needs and promote equality and inclusion?
- Have you been made aware of the range of strategies used in your school to engage and motivate different groups of learners?
 - What additional support or guidance do you feel you need?

Theme 4.ii

PROFESSIONAL SKILLS: TEACHING

Core Standards: 29, 30, 34, 37

Core Standards Summarised:

- 29a) use a range of teaching strategies & resources that meet learners' needs.
- b) teach lessons that build on pupils' prior knowledge & attainment & enable them to meet learning objectives.
 - c) teach lessons that develop concepts & processes.
 - d) adapt language to meet learners' needs – explanations, questions, discussions, plenaries.
 - e) manage & modify teaching to suit the stage of the lesson & learners' needs.
- 30 Motivate and engage learners in order to raise levels of attainment.
- 34 Use assessment to inform needs, set targets & plan.
- 37 Establish a purposeful & safe environment. Personalise & extend learning

Examples of aspects of practice covered by these standards might include:

- explaining confidently the purpose of a lesson and its learning objectives, supporting learners' understanding of this through the use of questioning and relevant tasks which reinforce lesson objectives
- using information from monitoring and assessment to set targets for progression and improvement in meeting learners' needs
- using your knowledge and understanding of your subject/curriculum area to stimulate and challenge learners
- adapting your teaching style where necessary to accommodate and recognise diversity and pupils' different learning needs
- using a range of resources to make personalised provision for learners, such as gifted and talented pupils, or those with special educational needs or disabilities
 - managing physical and human resources to support learners and learning objectives
- helping learners to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on
- discussing teaching and learning with learners themselves, their parents or carers, and colleagues and using their feedback to help you develop your teaching plans.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- What preparation and support have you been offered to guide you in planning your lessons or, where applicable, out-of-school learning activities?
 - What opportunities have you had to be involved in out of school learning?
- Have you been informed of the different observation, assessment, monitoring and recording strategies used in your school?
 - What support have you had to use assessment data and other evidence about learners' past achievements to set challenging learning objectives and enable learners to identify the progress they have made and what they have to do to improve?
- Have you been supported in taking opportunities such as parents evenings to discuss learners' targets and learning objectives, and to engage parents and carers in their children's learning?
- Have you been made aware of the school's policy on homework and its implications for your practice?
- How have you been helped to use resources in lessons which take practical account of diversity to meet learners' needs and promote equality and inclusion?
- Have you been made aware of the range of strategies used in your school to engage and motivate different groups of learners?
 - What additional support or guidance do you feel you need?

Theme 5

DEVELOPING PRACTICE

Core Standards: 7, 8, 9, 35

Core Standards Summarised:

- 7 Evaluate own performance to improve & develop.
- 8 Have a critical approach to new ideas & adapt if needed.
- 9 Use & be open to advice & feedback from Induction Tutors.
- 35 Review & refine teaching to improve learning.

Examples of aspects of practice covered by these standards might include:

- using your induction entitlement to a 10 per cent reduced teaching timetable to engage in professional development opportunities and activities
- taking opportunities to engage with coaching and mentoring, reflecting with others about your own progress against your identified development needs and the needs of learners
- seeking evidence about improvements to learning, teaching and children and young people's development and well-being from a variety of sources such as recent and relevant research and the practice of other colleagues, in school and beyond
- applying constructive criticism to new ideas, research and approaches and contributing to change and innovation by taking informed risks to promote and adopt them
- discussing with learners themselves, parents, carers and colleagues issues concerning their well-being, progress and attainment
- using assessment to monitor learners' work and progress and taking appropriate steps to refine your teaching approach and/or modify planning as required.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- How have you been supported in identifying your professional development needs?
- How have your professional development needs been responded to in your school?
- Have you been given any suggestions or guidance on how to make best use of your induction entitlement of a 10 per cent reduced teaching timetable and how have you applied any such advice?
- What feedback, new ideas and suggestions have you received from coaches, mentors and others and how has this made a difference to your practice?
 - What difference has your professional development made to your practice?
 - What additional support or guidance do you feel you need?

Appendix 5a

NQT Focused Task and observation Record 2016-2017

Date	NQT observation	Focused task	Notes and/or actions

Appendix 5b

Red Oaks NQT peer observation sheet



Date: _____

Teacher/lesson observed:

Focus for observation:

Observations made:

*What good practice did you see? How will this impact on your own practice?
What ideas will you take forwards?*

Questions:

What questions has the observation raised? Is there anything you want to know more about?

Appendix 5c

**Evaluation of the Impact of Professional Development
Undertaken**

This sheet should be photocopied as needed.

Date: _____ Activity: _____

What effect has this had on my own practice?

What are the implications for the school?

How will this professional development be shared with other colleagues?

Appendix 6

NQT Concern Form

Record of Meeting

NQT:
Mentor:
Induction Tutor:
Reasons for Concern:

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Action to be taken:	By whom	Date to be achieved by

Signed (NQT):
.....

Signed (Mentor):
.....

Signed (Induction Tutor):
.....

Signed (Head Teacher):
.....

Date:
.....

Review Date:

Appendix 7

End of Year Self-Review

Use these questions to reflect upon your work over the last year

Which aspects of your job do you find most rewarding?

Which aspects of your job do you find least satisfying?

Do you feel that you have achieved your objectives in the past year?

Do you feel that there are any core standards

- requiring attention?
- not being developed?

What help do you need to increase or maintain effectiveness?

What support do you need for continuing systematic professional development?

How do you see your career developing?