

**Quality Assurance of NQTs Induction arrangements**

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher. Before the NQT(s) takes up post the headteacher/principal must undertake pre-employment checks, which must be verified by the appropriate body upon registration

Full guidance on statutory induction can be found at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers/>

Please can you complete the following and return to:

Ann Wilks - Director Professional Learning Network

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| --- | --- | --- |
| Name of School:  Name of NQTs: | | |
| **Pre-Employment checks** | | Confirmation/comments from Headteacher |
| **Has the school has carried out pre-employment checks and confirmed qualification(s) of NQTs?**  An NQT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the National College for Teaching and Leadership that the individual holds QTS and passes in relevant skills tests.  NCTL Employer Access Team: employer.access@education.gsi.gov.uk  ***Trainees without QTS cannot be employed as NQTs or commence induction*** | |  |
| **Is the post suitable for induction?**  In order for the NQT to serve induction the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose. The headteacher/principal of the institution in which an NQT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the NQT meets their development needs. The duties assigned to the NQT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the NQT’s conduct and efficiency as a teacher against the relevant standards. | |  |
| The school’s induction policy sets out clear processes and procedures in line with statutory requirements | |  |
| Responsibilities for induction have been allocated and the NQT informed | |  |
| Key staff, in particular induction tutors, are familiar with Core Standards for assessment of induction? | |  |
| Training needs of induction tutors have been identified.  *Induction tutor training available through PLN* | |  |
| **Have arrangements for reduced (90%) timetable have been made for NQTs?**  NB Statutory PPA time must be provided over and above the 10% release time for induction purposes | |  |
| **Does the timetable involve the NQT regularly teaching the same class(es)?** | |  |
| The outcomes of Transition Point 1 have been discussed with the NQT, using any notes recorded in the Career Entry and Development Profile (CEDP) | |  |
| **On taking up post** NQTs are familiarised with: | | Confirmation/comments from Headteacher |
| School policies and procedures | |  |
| DfE Teachers’ Standards | |  |
| Their entitlement to support, guidance and monitoring | |  |
| The assessment arrangements | |  |
| The school’s procedures for raising concerns | |  |
| **An appropriate induction programme has been planned, to include:** | | Confirmation/comments from Headteacher |
| Arrangements for the Transition Point Two meeting to take place and to inform arrangements for the induction support programme | |  |
| Arrangements for an early observation of the NQT (within the first four weeks) | |  |
| Regular access to a designated induction tutor | |  |
| Focussed observation and feedback (at least half termly) | |  |
| Fair and rigorous monitoring and assessment of all NQTs against Core standards | |  |
| Focussed observation of experienced teachers | |  |
| Arrangements for professional reviews of progress | |  |
| Arrangements for professional development and training | |  |
| Arrangements for Termly assessment and reporting to the Appropriate Body | |  |
| Time with the school SENCO or Inclusion Manager | |  |
| Internal training events or support networks | |  |
| External training events or support networks | |  |
| **Confirmation that the information in this form is correct:** | |  |
| School : | | |
| Name of Headteacher/Senior Teacher with responsibility for Induction: | | |
| Signature: | Date: | |