

# NIPT Newsletter

## Tutor and Coordinator Update

March 2018



National Induction  
Panel for Teachers



## Recommendations from School Visits

When our Quality Assurance Officers visit schools, they write a report of their visit which is sent to the school and kept on file. The Quality Assurance Officer is likely to make some recommendations on how the school can improve its Induction processes. This is intended to support the school in developing and improving their Induction processes (in the same way as our feedback on assessment forms). This report can also provide useful evidence for a school about good practice.

We have often been asked what kinds of recommendations are being made so we thought it would be helpful to give a summary of the generic recommendations found on these forms over the last year:

1. Training for Induction Tutors – especially those new to the role. This increases confidence and ensures consistency with assessments and support given to NQTs.
2. If there is any change in staff ensure that there is clear documentation for the hand over.
3. Be aware of NIPT documentation and make use of it as needed.
4. Ensure that there is an Induction Policy in place that reflects the school's ethos, procedures, roles and responsibilities etc. This should pull together all aspects of NQT induction.
5. Ensure that there is clear evidence of how the induction programme is personalised.
6. Observation forms should specifically refer to the Teachers' Standards so that it is easier for the NQTs to recognise what they have achieved and areas that still need to be developed. This will help with writing assessments.
7. Make sure the NQT completes a self-evaluation form after a lesson observation.
8. Review the time allocation for NQTs to ensure compliance with regulations.
9. The use of the 10% remission time should be explicitly discussed and should be recorded.
10. Develop internal QA processes to ensure consistency and quality for all NQTs. This should include the sampling of meeting notes and of assessments. Consider sharing the good practice that exists.
11. Seek opportunities for NQTs to visit other schools. This is especially important for small schools or small departments.
12. Ensure that meeting notes, lesson observation feedback forms, progress reviews and development plans are signed by all parties.
13. It is recommended that an NQTs' contract should stipulate it is dependent on passing Induction.
14. If an NQT is at risk of failing:
  - Ensure that the "NQT – At risk of not meeting the Teachers' Standards" has been sent to NIPT.
  - Continue with the weekly action plan/review cycle. Ensure that these meetings are recorded and signed by those involved e.g. NQT and Induction Coordinator.
  - Ensure support is in place e.g. joint observations of teacher/s who manage difficult behaviour well, SENCO observe the class to give specific advice about management of specific children.
  - Ensure that there are not too many different people giving input to NQT so that he/she cannot be confused by any advice he/she is being given.
  - Ensure that evidence is systematically collected and NQTs sign their feedback forms, meeting notes and development plans etc. when things have been discussed.

## ASSESSMENT FORMS

### How can your Assessment Forms be improved?



Generally speaking, Induction Tutors are very good on identifying strengths. They show that they know their NQT well and have been monitored thoroughly. Our Quality Assurance Team have been impressed with the thoroughness displayed in this.

However, some assessment forms were not so good at identifying weaknesses – and often areas for development and targets were poor. Remember, the Statutory Guidance requires this to be included. The Statutory Guidance states:

The Head teacher/Principal or Induction Tutor should record brief details of the NQTs progress against the Teachers' Standards including:

- strengths
- areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers' Standards which the NQT has yet to meet); and areas of concern
- evidence used to inform the judgements and,
- targets for the coming term. Comments must be in the context of and make reference to each specific Teachers' Standard.

In the case of strong NQTs we feel it is inappropriate to send back forms that do not identify weaker aspects of performance and areas for development. Instead we make reference to this in our feedback as a point for development next time. However, where an NQT is struggling we have decided that the forms have to be sent back as the evidence trail is too weak and could be challenged if the NQT were to fail. So please note: assessment forms will be returned if they do not meet the guidance above

ABSENCE – remember to calculate the number of days the NQT has completed (i.e. number of working days in the period covered by the assessment). The number of days absent is entered separately. If an NQT misses 30 or more days of induction, then the period of induction is automatically extended. If there is a problem with absence, please inform NIPT.

This is your Newsletter. Please let us know if you have any:

- feedback on this edition
- suggestions on how it could be improved
- ideas for articles or any lessons learned that you would like to share

please email Helen: [admin@nqtinduction.co.uk](mailto:admin@nqtinduction.co.uk)



If you have any concerns about your NQT and feel they are not making the progress you would expect, please let us know by emailing Helen on [admin@nqtinduction.co.uk](mailto:admin@nqtinduction.co.uk), outlining your concern and giving both your name and the name of your school.