

CHECKLIST FOR SCHOOLS EMPLOYING A NEWLY QUALIFIED TEACHER (NQT)



PRE-APPOINTMENT	POST-APPOINTMENT / PRE-EMPLOYMENT	ASSESSMENT PERIOD 1	INDUCTION PERIOD	
			ASSESSMENT PERIOD 2	ASSESSMENT PERIOD 3
<ul style="list-style-type: none"> • Become familiar with DfES regulations and expectations for NQT induction. • Be confident that the school can provide the NQT with the relevant experience, resources and expertise (including a suitable induction tutor) to fulfil the DfES's requirements. • Be prepared to fund and implement a suitable induction and support programme. • When short-listing, ensure a suitable match between NQT's training course and demands of the post. 	<p style="text-align: center;">NQT APPOINTMENT MADE</p> <ul style="list-style-type: none"> • Use the relevant form to inform the Advisory Service of the NQT appointment. This enables the NQT to be officially registered with the Appropriate Body, the support packs to be issued, and the funding to be allocated. • Provide the NQT with a job description. • Provide the NQT with information about the school and key documents/ policies, including the Behaviour Policy. • Where possible and practical, arrange for the NQT to spend time in the school. • Arrange a reduced (90%) timetable for the NQT. • Allocate the various roles and responsibilities for induction and inform the NQT about how any concerns can be raised. • In negotiation with the NQT, book places on any relevant NQT courses or events scheduled for early in the induction period. • Identify, and consider how best to meet, any training needs for key induction staff, such as the induction tutor. • Establish a means of filing and organising relevant NQT induction paperwork, guidance and reports. 	<p style="text-align: center;">NQT TAKES UP EMPLOYMENT</p> <ul style="list-style-type: none"> • Enable key induction staff to become familiar with QTS standards and Induction Standards. • Use the Career Entry Profile to negotiate and formalise the NQT's needs, induction objectives and support programme. • Arrange to observe NQT in first 4 weeks of term and again after 6/7 weeks. 	<ul style="list-style-type: none"> • Ensure planned professional development activities remain relevant and help the NQT to meet the requirements of the Induction Standards. 	<ul style="list-style-type: none"> • Make formal recommendation to the Appropriate Body concerning satisfactory completion of induction period. • Discuss opportunities and targets for professional development beyond induction period.
			<p style="text-align: center;">Confirm lesson observation programme (who/when/format/written feedback).</p> <p style="text-align: center;">Identify dates for, and nature of, half-termly progress review/development meetings between NQT and key induction staff. Keep records of these meetings.</p> <p style="text-align: center;">Identify date for formal assessment meeting at end of term.</p> <p style="text-align: center;">Forward report to Appropriate Body at end of term within 10 working days of the formal assessment meeting.</p> <p style="text-align: center;">Ensure NQT has no concerns about induction programme.</p> <p style="text-align: center;">If necessary, alert Appropriate Body as soon as possible if NQT may fail to meet Induction Standards requirements.</p>	

USE TTA AND LEA GUIDANCE TO INFORM AND SUPPORT THE INDUCTION PROCESSES