


**Bryan Slater**  
Director of Education

**Distribution**

To: Headteachers of all Norfolk  
LEA Schools

*action*

This document needs your **action** as detailed below:

<b>ACTION</b>	<b>Title</b>	Appointing, Registering and Supporting NQTs and meeting Statutory Requirements		
	<b>Summary of contents</b>	Letter and documents to help schools make informed decisions about employing a Newly Qualified Teacher and preparing an Induction Programme which meets local and national requirements. The LEA's Quality Assurance arrangements are included as well as an NQT Registration Form and a Booking Form for June/July briefing sessions.		
	<b>Associated documents</b>	DfES regulations and guidance on NQT Induction, including the revised Induction Standards.		
	<b>Date</b>	April 2003		
	<b>Summary of action required</b>	Please read, file and use to support the process of appointing and registering a Newly Qualified Teacher.		
	<b>To be completed by</b>	The Headteacher		
	<b>LEA Contact</b>	Julia Stephens		01603 433276
	<b>E-mail address</b>	Julia.stephens.edu@norfolk.gov.uk		
	<b>Norfolk Self Review reference</b>	7. How well is the school led and managed? 8. How well does the school use its resources?		
	<b>Document reference</b>	MI 89/03		

This Management Information sheet may be found on ESINET at the following address: <http://www.esinet.norfolk.gov.uk/cadmin/misheet/>

Julia Stephens, Adviser, NQT

JS/mjg

01603 433276 x 160

April 2003

01603 438273

[julia.stephens.edu@norfolk.gov.uk](mailto:julia.stephens.edu@norfolk.gov.uk)

**To: Headteachers of all Norfolk Schools**

Dear Headteacher

**The Appointment and Induction of Newly Qualified Teachers (NQTs) 2003/2004**

As you are no doubt aware, since May 1999 statutory requirements have been in place regarding the Induction of NQTs. ***In September 2003 revised Induction Standards will be introduced, together with a new version of the DfES Guidance 'The Induction Period for Newly Qualified Teachers'***. These revised standards will apply to all NQTs who begin their Induction on or after 1<sup>st</sup> September 2003.  
*(NB Any NQT already undertaking their induction, and who will be only part way through their induction period in September, will be assessed against the current standards.)*

The existing Career Entry Profile has also been rewritten and renamed as the Career Entry and Development Profile. Initial Teacher Training providers will be using the new document from this summer.

**Briefing sessions have been arranged for late June and early July** at which NQT Induction Managers will be able to get further details of these changes and their implications for schools. They will take place from 4.30 - 6.30 p.m. in both Norwich and Kings Lynn as follows:

30 <sup>th</sup> June, 2003	Norwich Professional Development Centre	Ref. 3DN001
2 <sup>nd</sup> July, 2003	West Norfolk Professional Development Centre	Ref. 3DN002
3 <sup>rd</sup> July, 2003	Norwich Professional Development Centre	Ref. 3DN003

*Please use the attached booking form to reserve a place at one of these sessions or book on-line <http://advisoryservice.norfolk.gov.uk/inset>*

I also enclose some guidance documents, which I hope you will find helpful when preparing to appoint a NQT to your school, and when preparing for their Induction.

continued ....

**'Employing a Newly Qualified Teacher'** is for Headteachers and Governors and provides an overview of the requirements for monitoring, supporting and assessing NQTs.

The **'Checklist for Schools Employing a Newly Qualified Teacher (NQT)'** is designed to help schools in managing the whole process from pre-appointment to completion of the induction period. It aims to help schools reflect on the responsibilities of induction, and to prioritise the associated tasks. It also aims to support the development of manageable administrative systems in schools, which ensure that the statutory requirements are being addressed.

**'Funding NQT Induction'** provides a summary of the costs involved in employing a NQT, the budgets available to schools to meet these and the support provided by the LEA.

The sheet outlining the **'Quality Assurance by the Appropriate Body'** sets out how the LEA fulfils its own responsibilities in line with DfES requirements, whilst providing appropriate support for the teachers and schools involved in NQT Induction. If you have any comments on these arrangements, please contact Julia Stephens, as she would like to hear from you.

**The 'NQT Registration Form'** needs to be completed by the Headteacher and returned to the Advisory Service after an NQT has been appointed. Once it has been processed, additional funding will be paid into your budget and the relevant 'Induction Support Packs' will be forwarded. These packs will contain additional guidance and information on the Induction processes, expectations and arrangements.

**The 'Booking Form'** should be completed and returned in order to reserve a place on one of the Briefing Sessions.

**Even if you currently have no plans to appoint an NQT to your school, please file these documents for future reference. It is not unusual for schools to appoint a NQT unexpectedly, for example when unforeseen staffing changes arise. In these circumstances it is important to have access to relevant information and guidance, particularly if such appointments are made at relatively short notice.**

If you have any questions about the enclosed documents or about NQT Induction in general, please contact Julia Stephens (Adviser, NQT Induction) at the Norwich Professional Development Centre.

Thank you.

Yours sincerely

Bryan Slater  
Director of Education

# Employing a Newly Qualified Teacher

*Guidance for Governors and Headteacher who are preparing to employ a Newly Qualified Teacher (NQT) from September 2003*

## Appointing a Newly Qualified Teacher

### *What do we need to know?*

### *What do we need to do?*

1. Any Newly Qualified Teacher who gains the award of Qualified Teacher Status (QTS) from May 1999 onwards will be subject to the DfES's new regulations and expectations concerning the induction period. Her/his eligibility for further employment as a teacher, will be confirmed only after s/he has been judged to have successfully completed the induction period. These judgements will be based on the NQT's work and progress in relation to the national QTS standards - which are already used by Initial Teacher Training (ITT) providers - and to the DfES's Induction Standards. The Induction Standards cover three areas of professional activity: Professional Values and Practice; Knowledge and Understanding; Teaching.

Headteachers/Governing Bodies considering employing a Newly Qualified Teacher will need to ensure that they are aware of the DfES's regulations and expectations concerning NQT induction, and that they are able to provide the NQT with the breadth of experiences reflected in the Induction Standards.

2. The DfES has criteria to enable schools to decide whether or not the appointment of a NQT on a part-time and /or short-term basis will count as part of the induction period.

**The Regulations and Guidance can be found on the DfES website.**

If a part-time or short-term appointment is to be made, Headteachers/ Governing Bodies will need to check the regulation to determine whether or not the period and terms of employment will count towards the induction period. If they do count, the school will need to make suitable monitoring, support and assessment arrangements.

3. The monitoring and assessment of the NQT's conduct, proficiency and efficiency as a teacher over the induction period must be fair. The teaching responsibilities and duties assigned to her/him, as well as the conditions under which s/he is expected to work, should ensure that assessment can happen within a relevant and meaningful context, and that it is not compromised by requirements or expectations that may be seen as unreasonable.

Headteachers/Governing Bodies should make use of the information given in NQT's application forms, and in the references from ITT providers, to ensure that the applicant is suitably qualified for the post. The NQT should be appointed to a post which reflects the curriculum areas(s) and age group(s) for which s/he has been trained.

4. NQTs are entitled to a reduced timetable (90%) during the induction period. Funding to help support this will be allocated within the school's Standards Funds.

Headteachers/Governing bodies will need to be clear as to how the NQT's reduced timetable will be provided and how the LEA will allocate funds to schools with NQTs.

5. The Appropriate Body (ie the LEA) must be informed of all NQT appointments.

The Headteacher will need to complete the relevant registration forms and forward the details of the NQT appointment in accordance with the LEA's procedures.

6. All NQTs are expected to have an induction tutor allocated to them. The induction tutor will be responsible for providing professional support and for coordinating the day-to-day monitoring, support and assessment of each NQT.

Headteachers/Governing Bodies should consider how, in the context of their own school, the different roles and responsibilities associated with monitoring, supporting and assessing the NQT will be allocated.

7. The Headteacher has overall responsibility for the induction of the NQT(s) in school and the Governing Body is responsible for ensuring that suitable induction arrangements are established.

Headteachers/Governing Bodies should consider how, in the context of their own school, the different roles and responsibilities associated with monitoring, supporting and assessing the NQT will be allocated.

## Monitoring and supporting a Newly Qualified Teacher

### *What do we need to know?*

1. A suitable induction and support programme will need to be established and formalised with the NQT, making particular use of her/his Career Entry and Development Profile (CEDP) which the NQT brings from her/his initial teacher training. The structure induction and support programme will include a range of activities and is likely to involve different people.

### *What do we need to do?*

Soon after taking up her/his post, the NQT and induction tutor will need to discuss the CEDP, the specific context of the school, and the requirements for satisfactory completion of the induction period, including the Induction Standards. They will then need to draw up an individualised induction programme with clearly identified objectives. The programme will also identify suitable support activities and professional development opportunities which will be provided to help the NQT achieve her/his objectives and meet the Induction Standards.

2. Lesson observation will be a regular and significant feature of the monitoring programme.

Schools will need to establish with the NQT a programme of lesson observation which continues throughout the induction period. Details and expectations such as who will be involved, when observations will take place, the format and criteria to be used, arrangements for feeding back, and the extent to which any notes or reports will be formalised, will need to be made clear.

3. Schools are expected to provide regular opportunities to discuss the work and the well-being of the NQT. The Teacher Training Agency (TTA) produces guidance for schools on NQT monitoring, supporting and assessing arrangements. This can be found on the TTA website ([www.canteach.gov.uk](http://www.canteach.gov.uk))

Meeting times should be formally scheduled and protected, so that the NQT and induction tutor can discuss relevant issues and review and/or revise the objectives. The school's arrangements should take account of the TTA's guidance, but can extend beyond the minimum requirements.

## Assessing a Newly Qualified Teacher

### *What do we need to know?*

1. It is expected that the induction period will involve both formative monitoring and summative assessment, and that professional discussions relating to the NQT's progress will be based on clear evidence.

### *What do we need to do?*

It will need to be made clear to the NQT from the outset the school's arrangements for assessing her/his work and progress. S/he should know when monitoring and assessments will take place, who will be involved, and to what extent they will be formalised. Headteachers/Governing Bodies will also need to be confident that their monitoring and assessment arrangements will lead to well-founded, fair judgements.

2. Termly reports for each NQT will be required by the Appropriate Body (ie the LEA). Standardised formats for this purpose have been produced by the DfES.

Headteachers will need to take account of the timescales for preparing the assessment reports and ensure that they are forwarded to the Appropriate Body in line with the local (LEA) arrangements.

3. In the small minority of cases where it becomes clear that the NQT may fail to meet the induction requirements, early action will be needed.

Headteachers/Governing Bodies will need to familiarise themselves with the TTA's guidance on, and the Appropriate Body's procedures for, addressing concerns and consult with the relevant LEA personnel.

**NB. As well as the DfES Regulations and Guidance, schools should use the guidance and information materials provided by the Teacher Training Agency to support the induction processes. The LEA also provides guidance and information to support local arrangements for reporting and monitoring.**

# CHECKLIST FOR SCHOOLS EMPLOYING A NEWLY QUALIFIED TEACHER (NQT)

PRE-APPOINTMENT	POST-APPOINTMENT / PRE-EMPLOYMENT	INDUCTION PERIOD		
<ul style="list-style-type: none"> <li>• Become familiar with DfES regulations and expectations for NQT induction.</li> <li>• 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.</li> <li>• Be prepared to fund and implement a suitable induction and support programme.</li> <li>• When short-listing, ensure a suitable match between NQT's training course and demands of the post.</li> </ul>	<p style="text-align: center;"><b>NQT APPOINTMENT MADE</b></p> <ul style="list-style-type: none"> <li>• Obtain written confirmation from the NQT of the date that QTS was awarded.</li> <li>• 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.</li> <li>• Provide the NQT with a job description.</li> <li>• Provide the NQT with information about the school and key documents/ policies, including the Behaviour Policy.</li> <li>• Where possible and practical, arrange for the NQT to spend time in the school.</li> <li>• Arrange a reduced (90%) timetable for the NQT.</li> <li>• Allocate the various roles and responsibilities for induction and inform the NQT about how any concerns can be raised.</li> <li>• In negotiation with the NQT, book places on any relevant NQT courses or events scheduled for early in the induction period.</li> <li>• Identify, and consider how best to meet, any training needs for key induction staff, such as the induction tutor.</li> <li>• Establish a means of filing and organising relevant NQT induction paperwork, guidance and reports.</li> </ul>	<p style="text-align: center;"><b>NQT TAKES UP EMPLOYMENT</b></p> <p style="text-align: center;"><b>ASSESSMENT PERIOD 1</b></p> <ul style="list-style-type: none"> <li>• Enable key induction staff to become familiar with QTS standards and Induction Standards.</li> <li>• Use the Career Entry Development Profile to negotiate and formalise the NQT's needs, induction objectives and support programme.</li> <li>• Arrange to observe NQT in first 4 weeks of term and again after 6/7 weeks.</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT PERIOD 2</b></p> <ul style="list-style-type: none"> <li>• Ensure planned professional development activities remain relevant and help the NQT to meet the requirements of the Induction Standards.</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT PERIOD 3</b></p> <ul style="list-style-type: none"> <li>• Make formal recommendation to the Appropriate Body concerning satisfactory completion of induction period.</li> <li>• Discuss opportunities and priorities for professional development beyond induction period.</li> </ul>
<p style="text-align: center;"><b>USE TTA AND LEA GUIDANCE TO INFORM AND SUPPORT THE INDUCTION PROCESSES</b></p>				

## Funding NQT Induction

### What are the costs of employing a NQT?

1. Schools will need to fund the NQT's entitlement to a 10% reduction in teaching load, to enable the NQT to take undertake induction-related activities.
2. Each NQT must also be allocated an Induction Tutor who can provide on-going support to the NQT, and who coordinates the NQT's induction programme. This programme will include formal lesson observations and progress reviews, as defined in the DfES Guidance, as well as any informal or additional activities the school wishes to provide. Time for the Induction Tutor to carry out this role should also be funded.
3. The school will need to fund any course fees and/or associated costs of professional development activities for the NQT (in line with his/her Induction Plan) and for the Induction Tutor, in order for him/her to fulfil the role effectively.

### What sources of funding are available?

1. Schools may use a number of funding sources to support NQT Induction, including the usual budget allocations (eg staffing or supply).
2. The school's overall budget allocation is available to support the needs of any teacher, including NQTs and Induction Tutors, and to help meet identified priorities.
3. To help schools to meet the costs of each NQT's entitlement to a reduced teaching load and of providing effective induction programmes, an additional termly sum will be paid into a school's budget, once a NQT has been registered with the Advisory Service. **The current amount is £825 per full-time NQT.** The additional funding Norfolk Education Advisory Service continues throughout the Induction Period.

Part-time NQTs will be funded on a pro-rata basis. DfES regulations state that NQT appointments can only count towards induction (and therefore qualify for the additional funding) if the post lasts for at least a term. However, the start date of the appointment does not have to coincide with the beginning of a term.

### What support does the LEA provide?

The Advisory Service undertakes a range of activities to support NQT Induction, to fulfil the Appropriate Body's (LEA's) responsibility for Quality Assurance in Induction, and to enable schools to meet statutory requirements in this aspect of provision. These activities include:

- keeping Headteachers, Induction Tutors and NQTs informed about induction arrangements, and providing relevant documentation to guide and inform the process
- providing each NQT, Induction Tutor and Headteacher with an 'Induction Support Pack' of information and guidance
- providing telephone help and advice on all induction matters, and a central point of contact and information
- providing 'Welcome to Induction' sessions for NQTs and Induction Tutors at the start of the Induction Period
- processing and monitoring termly assessment reports
- maintaining records and a database so that schools can meet their statutory requirements, and check on the induction stage for each NQT, at any point during the process
- providing professional development opportunities, including training, for NQTs and for Induction Tutors/Managers
- liaising with other LEA Services and external organisations to ensure that schools are given high quality advice and support
- providing additional support where necessary, so that schools feel confident in fulfilling their responsibilities to their NQTs.

**The Induction of Newly Qualified Teachers (NQTs)**

**Quality Assurance by the Appropriate Body**

**The role of the Appropriate Body (e the LEA) in implementing the DfES's induction requirements includes a responsibility for *Quality Assurance*. In carrying out this role, the LEA takes account of the Code of Practice for LEA-School Relations, and reflects its principle of working in partnership with schools. It provides levels of support and/or intervention which vary according to context and circumstances. As the Appropriate Body, the LEA undertakes a range of tasks in order to enable high quality to be assured. These are outlined below.**

1. Establish clear communication mechanisms and efficient procedures – both internally and with schools – which support the induction arrangements and requirements, but which also avoid unnecessary bureaucracy.
2. Support schools in establishing induction programmes which reflect DfES requirements and local/national guidance. This is done through providing training sessions, written guidance (including updates and reminders where necessary), and unlimited access to telephone advice and support.
3. Provide named contacts for: general induction matters; matters which cannot be resolved satisfactorily within the school; matters concerning pay and conditions.
4. Establish a database/register of NQTs and a system to maintain records, including assessment reports. The Advisory Service maintains this database. Headteachers are responsible for providing details of each NQT appointment, using standard registration forms from the Advisory Service. Headteachers are also responsible for informing the Adviser for NQTs of any changes to the original registration details. Information about NQT appointments is shared with relevant colleagues, including Review and Development Advisers (RDAs) and Senior Advisers for School Effectiveness (SASEs).
5. Make available, through the Advisory Service, a central training programme for NQTs and for Induction Tutors, which reflects DfES requirements and takes account of the training needs of NQTs.
6. Check that assessment reports are completed and forwarded to the Adviser for NQTs. Missing forms or procedural anomalies are followed up. Schools may be asked to attach a copy of their NQT's induction objectives and programme to the reports.

7. Use appropriate ways of monitoring schools' provision for NQTs such as through feedback from schools' own self-monitoring systems and feedback from Advisers, including RDAs.
8. Identify and support situations where problems are emerging or have arisen. Initial concerns may be raised through the RDA system, or by the Headteacher, Induction Tutor or NQT. In these circumstances, the first point of contact beyond the school should be the RDA or the Adviser for NQTs. A staged model is used to guide the processes of intervention and involvement. Suitable actions to address any concerns are negotiated with all relevant parties.

**Stage 1:** Although there are various means by which initial concerns may be identified, these concerns are shared in the first instance with either the RDA or the Adviser for NQTs. Discussions at Stage 1 include the RDA, the Adviser for NQTs and the relevant person(s) in the school.

**Stage 2:** If the concern cannot be addressed satisfactorily amongst those involved at Stage 1, then additional involvement may be required from a specialist adviser or a member of the School Effectiveness Team, for example.

**Stage 3:** If the concern persists beyond Stage 2, Education Personnel Services may need to become involved.
9. Report decisions as to whether or not the NQT has successfully completed the induction period to the Headteacher, the NQT, the DfES and the General Teaching Council. If other quality assurance measures have been established and followed throughout the induction period, the Appropriate Body should not have any difficulty in validating the Headteacher's recommendation. The Headteacher forwards the final assessment reports to the Adviser for NQTs, following similar procedures to those for the previous two reports. At this stage confirmation is required from the Headteacher that the NQT has satisfied all the criteria relating to the completion of the induction period, including a rate of absence that does not exceed the stated maximum of 30 days. The Appropriate Body's decision concerning individual NQTs involves representatives from Education Personnel Services and Norfolk Education Advisory Service.
10. Contribute to the Appeals procedures. Should an NQT wish to appeal against a decision, the Headteacher, Advisory Service, and Education Personnel Services contribute to the process as appropriate. As stated in para 8, our aim is to implement adequate quality assurance mechanisms and to ensure effective communications from the outset, to minimise the chance of any NQT having to follow this route. However, this does not undermine the importance of keeping relevant records throughout the induction period.

Julia Stephens  
Adviser, Newly Qualified Teachers  
April 2003

## Appointment of a Newly Qualified Teacher

Please complete Parts A, B and C, take a copy for your own files and then return this form to:  
Kim Ward, Professional Development Centre, Woodside Road, Norwich, NR7 9QL.

### Part A

Name of School:

Name of Headteacher:

Name of Newly Qualified Teacher:

Name of NQT's Induction Tutor:

Address to which NQT's pre-employment  
'Support Pack' should be sent:

### Part B (Details of the Post)

Subject(s) / age range(s) the NQT will be teaching:

Is it a full-time or part-time post? (If part-time, please give details):

Has the NQT been given a permanent contract (subject to successful completion  
of the induction period) **YES/NO**  
(If temporary, please give reason):

Start date of contract:

End date of contract (if applicable)

### Part C (Details of Initial Teacher Training and Previous Induction Experience)

Where did the NQT undertake his/her initial teacher training for QTS?

Subject(s) / age range(s) in which the NQT is qualified:

When was Qualified Teacher Status awarded? (ie month and year)  
*(NB: If QTS was awarded in Scotland or Nth. Ireland, the NQT will need to provide official written recognition of this qualification from the DfES.)*

Has the NQT provided written confirmation of the date on which his/her QTS was awarded? **YES/NO**

DfES No of NQT:

Has the NQT already undertaken part of the Induction Period? **YES/NO**  
If yes, please give details of where/how long, % fte etc.

**NB: A termly allocation of £825 will be paid into your school budget (Pro-rata for part-time NQTs)**

