

# The role of induction tutor



Principles and guidance

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# Introduction

The statutory induction arrangements introduced in 1999 were built on the effective practice that already existed in many schools for the monitoring, support and assessment of newly qualified teachers (NQTs). The majority of schools are committed to investing time and effort in induction. One of the most valuable ways schools can put this commitment into practice is by providing effective preparation and support for induction tutors, and by recognising the importance of this key role.

Many schools, local education authorities (LEAs) and initial teacher training (ITT) providers have developed effective practice in this area. Induction tutors have indicated that they would welcome more ideas and resources to help them fulfil their role effectively. The Teacher Training Agency (TTA) has therefore produced *The role of induction tutor* to draw together some ideas and suggestions that we hope will help to address this need. It is organised into two sections. The first section (pages 4–11) identifies three key principles that underpin the role of induction tutor and the second section (pages 12–39) offers resource material and accounts of practitioners' experience to illustrate the process in action. These can be adopted, adapted or developed to meet the needs of individual induction tutors and school contexts.

This guidance is for induction tutors and is intended to be of specific help to them. But helping NQTs to gain the most benefit from their induction period takes more than an effective induction tutor. It also needs a commitment to getting the process right by the school's leadership and the wider school community. So we would highly recommend that additional copies of the booklet are made available within the school for the headteacher, senior management team, governors and indeed all those with induction responsibilities. It will also be useful to schools that have not appointed newly qualified teachers in 2003 to help them to prepare for future appointments.

This booklet was first published in 2001. It has been updated to reflect the introduction in 2003 of new Induction Standards and the new Career Entry and Development Profile.

The TTA would be pleased to receive feedback on this booklet and to hear about resources, experiences and effective practice that we might be able to reflect in any future guidance. The TTA's induction team can be contacted at:

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On 1 September 2005 the Teacher Training Agency (TTA) became the Training and Development Agency for Schools (TDA) and took on an expanded remit. Visit [www.tda.gov.uk](http://www.tda.gov.uk) for further information. We are re-branding our literature only when necessary.

## Three key principles

The following guidance is based on three principles which, if observed, will set the right climate for the induction of your NQTs and make it easier for you to be effective as an induction tutor.

- 1 Everyone in the school who is involved in the induction of NQTs should have a clear understanding of the responsibilities and role of induction tutor.
- 2 Induction tutors should have, or should be developing, the specific knowledge, skills and understanding they need to carry out their responsibilities effectively.
- 3 The role of induction tutor should be well-supported and recognised as important within the wider school context.

# Section 1: Principles and guidance

# 1 Everyone in the school who is involved in the induction of NQTs should have a clear understanding of the responsibilities and role of the induction tutor

Induction tutors have a key role and significant responsibilities in the statutory induction arrangements. In reality, being an induction tutor involves more than one single role, as you will be working in different and distinct ways, including supporting, guiding, assessing, managing, coaching and facilitating.

In order to meet statutory requirements and to make sure induction is as effective as possible, each newly qualified teacher should have a named induction tutor who will work closely with him or her during the induction period and whose key responsibilities are:

- to coordinate effective guidance and support for the NQT's professional development;
- to liaise and collaborate with all partners in the induction process;
- to monitor the NQT's progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments;
- to inform the headteacher about the NQT's progress and contribute to the school's monitoring and evaluation of its induction provision.

It is important for everyone to understand that, while the induction tutor role carries these significant responsibilities, other parties also have statutory responsibilities. Full details can be found in DfES Guidance 0458/2003: *The Induction Support Programme for Newly Qualified Teachers* (see page 40), but in summary:

## **Newly qualified teachers are responsible for:**

- making use of the Career Entry and Development Profile (CEDP);
- familiarising themselves with the Induction Standards (see page 40) and contributing to the monitoring of their own progress;
- participating fully in their induction programme;
- raising any concerns they may have about their induction.

## **Headteachers are responsible for:**

- overseeing the induction programme of each NQT in the school;
- making sure that induction tutors are prepared and supported in the role;
- alerting the Appropriate Body to any difficulties an NQT may be experiencing;
- recommending to the Appropriate Body whether NQTs have met the Induction Standards;
- informing the governing body and Appropriate Body (LEA) about arrangements for induction and results of assessment meetings.

Many schools have also designated a member of the senior management team, often the staff or professional development manager, to oversee induction arrangements across the school. As 'induction coordinators' or 'induction managers', these colleagues have a role separate from that of induction tutor, often taking responsibility for induction tutor preparation, guidance and quality assurance of induction arrangements for all NQTs in the school.

**Governing bodies are responsible for:**

- taking account of statutory induction requirements when appointing staff;
- overseeing the establishment of induction arrangements in the school.

**Appropriate Body (LEAs) are responsible for:**

- assuring themselves that schools are aware of, and capable of meeting, their responsibilities for induction;
- making the decision, based on headteachers' recommendations, about whether NQTs have satisfactorily completed induction;
- identifying a named contact with whom NQTs can raise concerns about the content or delivery of their induction;
- maintaining records of NQTs' progress;
- at the request of schools, providing support and guidance on induction.

In undertaking your important role as induction tutor, you may find it useful to consider the following expectations of the role.

**In developing and providing an effective induction programme, an induction tutor should work with the NQT to:**

- recognise and develop the NQT's strengths;
- build on strengths and priorities for development that have been identified using Transition Point One of the NQT's Career Entry and Development Profile while recognising new or different development needs arising from the NQT's first teaching post;
- encourage the NQT to contribute to and evaluate the induction programme;
- make effective and well-targeted use of the NQT's entitlement release time;

- arrange focused classroom observations both of and by the NQT;
- draw on expertise and resources, within and beyond the school, to arrange for professional development opportunities appropriate to the NQT's needs;
- provide constructive feedback and arrange for the NQT to meet, and discuss particular issues with, other colleagues;
- help the NQT to develop their self-evaluation skills;
- make sure that records are kept and that evidence is collected towards the formal assessment of the NQT's progress.

You are not expected to be the sole provider of every aspect of an NQT's induction. Headteachers and governing bodies have the ultimate responsibility for making sure that each NQT is provided with an appropriate programme of monitoring, support and assessment. The NQT may observe more experienced teachers, and seek advice or guidance from specific colleagues such as the special educational needs coordinator (SENCO). Support for NQTs will be available from outside your own school: for example, from schools with which you have existing links, advanced skills and other expert teachers, ITT providers and LEA advisers and consultants. However, in practical terms, as the NQT's induction tutor you will take the leading role in making sure that:

- the school meets its statutory responsibilities for NQT induction;
- quality evidence from a range of sources is gathered to monitor and assess the NQT's progress;
- the planned support programme is genuinely developmental for the NQT;
- all staff involved with the NQT's induction programme are familiar with the induction arrangements and with the Induction Standards.

## 2 Induction tutors should have, or should be developing, the specific knowledge, skills and understanding they need to carry out their responsibilities effectively

When they appoint a newly qualified teacher, schools must consider how they can best meet their responsibilities for induction and – importantly – who will take on the key role of induction tutor. Headteachers will make this decision according to the staffing profile of the school at that particular time, and the key question to ask is:

Does this colleague have, or can we support him or her in acquiring, the knowledge, skills, attributes and experience needed to be an effective induction tutor for this particular NQT?

For example, you may be designated as an induction tutor because:

- you have previous experience of being a successful induction tutor and/or school-based tutor of a trainee teacher;
- you have expressed an interest in taking on the role, as it links well with your other responsibilities in school;
- you have prepared yourself for the role through study, training and/or learning from an induction tutor during the previous year;
- you are the newly qualified teacher’s line manager or are the head of the department or year group in which the NQT works;
- you have relevant qualities and/or experience, even though you have very little previous involvement in induction or ITT and may therefore need particular support in the role.

In some schools, particularly smaller schools, headteachers may decide that the best arrangement is to undertake the induction tutor role themselves. If you are both headteacher and induction tutor, it is important to involve a third party in observation and assessment since, as headteacher, you are also responsible for making the recommendation about satisfactory completion of induction.

You may, therefore, have several years’ experience as an induction tutor, be returning to the role after a break, or taking it on for the first time. You may have developed strengths in other teaching and management roles. Whatever the circumstances, this guidance and the resources on pages 14–39 will help you to recognise where you have existing skills and knowledge, as well as where you may need further preparation and support.

It will certainly be useful to reflect critically on your communication and interpersonal skills and your knowledge and understanding of the induction process. Some induction tutors find it helpful to discuss the following points with a colleague, such as their own line manager or the school’s staff development coordinator.

### Effective induction tutors are:

- confident in their understanding of the characteristics of high-quality learning and teaching in the classroom;
- aware of how different learners learn and able to recognise the different learning styles of individual NQTs;
- confident about their own teaching;
- open-minded and receptive to new ideas and approaches;
- experienced in evaluating evidence, including through classroom observation;
- good communicators who are genuinely committed to supporting the development of others;
- prepared to acknowledge their own development needs and take steps to address them;
- able to use a range of helping strategies, including providing constructive feedback and engaging in positive dialogue with the NQT.

**In relation to planning and reviewing the NQT's support programme, induction tutors need:**

- full access to, and knowledge of, the school's policies and procedures;
- a clear picture of how induction fits into the wider context of teachers' professional learning and development;
- to be familiar with the standards for the award of Qualified Teacher Status;
- a thorough understanding of the Induction Standards and the requirements for satisfactory completion of induction;
- an ability to work with the NQT to set, use and review appropriate development objectives;
- a knowledge of the resources available to support NQTs both within and beyond the school.

**In their day-to-day work with NQTs, effective induction tutors:**

- respect new teachers as professionals;
- take time to explain and map out the stages of the induction year;
- encourage and enable NQTs to take increasing responsibility for their own development;
- recognise and celebrate achievements;
- are open and honest about areas for improvement;
- support NQTs in making the identified improvements;
- are aware of the strategies that can be used to provide additional support if an NQT is experiencing difficulties;
- support the process by efficient time management and record keeping.

There can be no hard and fast rule about the 'number of years' teaching experience' you need to be an effective induction tutor. Clearly, you should have a level of experience that will enable you to tackle both anticipated and unexpected challenges, to resolve any difficulties or conflicts that may arise, and to provide rigorous and sensitive feedback. Most induction tutors are experienced teachers, but some teachers with only a few years' experience of teaching may also be well-qualified for the role. This could be the case, for example, if you have relevant management, assessment or coaching experience from an earlier career in another profession, or if you have developed a strong interest in, and experience of, initial teacher training and continuing professional development during a relatively short time in teaching.

**In summary, the induction of each newly qualified teacher is likely to be most effective if you have:**

- been selected on the basis of your suitability for the role;
- audited your skills and experience with a member of the school management team;
- considered how you can extend and refine your skills and understanding to meet your development needs as an induction tutor.

### 3 The role of induction tutor should be well-supported and recognised as important within the wider school context

Experience has shown that induction is most effective in schools that recognise the importance of the role of induction tutor and set up strong management structures to support and quality-assure the induction process. It is vital that as an induction tutor you have the confidence, resources and management support to take forward the NQT's induction programme within the school. This requires the school to give high status and support to your role.

For example, induction arrangements have been more effective when headteachers have been able to:

- provide regular support for induction tutors from senior management, through the headteacher or an induction coordinator;
- effectively monitor consistency across the work of all induction tutors within the school;
- provide induction tutors with opportunities to take part in professional development activities and network meetings in relation to the role;
- make release time available for the induction tutor;
- provide induction tutors with explicit recognition and status for their work;
- develop partnership with initial teacher training providers;
- incorporate NQT induction into school development plans.

It is important to note that an Ofsted study on the first year of statutory induction found variation in the quality of induction arrangements even between NQTs in the same school. This finding has confirmed the need for some schools to monitor how they ensure consistency for all NQTs in the school.

Your school may benefit from looking beyond its own staff in supporting its induction tutors. Examples of effective support for induction tutors through partnership arrangements with other schools include:

- collaboration between schools within a cluster or consortium;
- partnerships between induction tutors in two schools (within or across LEA boundaries);
- using the expertise of schools with well-established and successful practice in induction;
- LEAs being proactive in identifying effective induction practice and helping induction tutors to link with others who can support them.

#### **The wider benefits of investing time and resources in high-quality induction**

NQT induction does not stand alone within a school. It links with many other priorities. It can, for example, contribute significantly to developing the school's involvement in initial teacher training, to establishing effective systems for continuing professional learning and development, and to a strong recruitment and retention strategy. Investment of time and resources to prepare and support induction tutors can have benefits for the school's development and can help management teams to maintain and develop the school as a learning community.

Your work as an induction tutor will bring some significant professional benefits to you and to your school.

## Benefits to the school

Where induction tutors are well supported and successful in their role, schools should also see improvements in:

- **teaching and learning** by encouraging teachers to engage in focused discussions about learning and teaching, to plan and design learning and teaching collaboratively, and to observe and review teaching;
- **their ability to monitor and evaluate standards, teaching and learning** through the induction tutor's experience of using a range of evidence, including classroom observation, to evaluate progress;
- **performance management arrangements for second-year teachers**, who will move smoothly into the performance management cycle with objectives from the end of their first year of teaching;
- **performance management arrangements more widely** through induction tutors' experience of negotiating, setting and reviewing professional development objectives and arranging support programmes in the light of these;
- **NQT induction** in subsequent years;
- **the school's involvement in initial teacher training**, including employment-based routes into teaching;
- **the ability of induction tutors to contribute to the planning and provision of support for teachers in the second and third years of teaching**, with a potential impact on the retention of effective teachers in the school;
- **the ability of induction tutors to contribute to planning for school improvement** (for example, post-Ofsted action planning or school development planning).

## Benefits to the induction tutor

Induction tutors who have had the benefit of preparation and support for the role will gain individual professional benefits and at the same time develop their capacity for wider involvement in the school's leadership and management arrangements. In particular, they will:

- contribute to rigorous and well-organised arrangements for supporting a new teacher towards successful completion of the induction period;
- have opportunities to reflect on approaches to achieving quality in teaching and learning and how to improve their own teaching;
- strengthen their own professional development and gain additional job satisfaction and career progression opportunities;
- develop valuable experience and skills that are directly transferable to other management roles and responsibilities, such as coordinating initial teacher training, team leadership or contributing to performance management arrangements.



## Section 2: Resources, and accounts of experience

This section contains some resources that might be useful to induction tutors, together with accounts of practitioners' experiences in developing good practice in the preparation of and support for induction tutors. These are intended to provide a resource bank of ideas and can be used, adapted or amended to suit your own individual and local needs.

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# Resources for induction tutors

## Making sense of the induction tutor's roles and responsibilities

Responsibilities for:	Managing your own professional development	Managing the induction and support of several newly qualified teachers in school
<b>Roles as:</b>		
<b>Teacher</b>	<ul style="list-style-type: none"> <li>– Keep up to date with current developments in teaching and learning.</li> </ul>	
<b>Facilitator</b>	<ul style="list-style-type: none"> <li>– Seek to develop your own skills, knowledge and understanding in these roles.</li> </ul>	<ul style="list-style-type: none"> <li>– Make effective use of the Career Entry and Development Profile. Develop a programme that relates to whole-school needs and the individual needs of the NQTs.</li> </ul>
<b>Leader</b>	<ul style="list-style-type: none"> <li>– Seek opportunities to review your practice in these roles on your own and with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Ensure there is a policy, programme and process which is based on shared and understood principles.</li> <li>– Provide in-school support for induction tutor(s).</li> </ul>
<b>Manager/coordinator</b>	<ul style="list-style-type: none"> <li>– Identify those areas in which you feel confident – develop and sustain these.</li> <li>– Identify those areas where you feel less confident and plan to develop them. Maintain an overview.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintain an overview.</li> <li>– Organise meetings to support development.</li> <li>– Provide documentation for SMT and LEA.</li> <li>– Produce summary reports for governors.</li> </ul>
<b>Assessor</b>		<ul style="list-style-type: none"> <li>– Ensure colleagues understand requirements for assessment of NQTs.</li> </ul>
<b>Sponsor and representative</b>		<ul style="list-style-type: none"> <li>– Provide sensitive information/guidance to staff.</li> </ul>

	Organising the support programme for an individual NQT	Monitoring and assessment of (a) one new colleague and /or (b) all NQTs
	<ul style="list-style-type: none"> <li>– Engage in curriculum discussion about good practice.</li> <li>– Be observed when working with pupils.</li> </ul>	
	<ul style="list-style-type: none"> <li>– Arrange for NQT to observe good practice in own school and others.</li> <li>– Work with NQTs/observe them at work.</li> <li>– Involve other staff with relevant expertise.</li> <li>– Create opportunities for focused discussion.</li> </ul>	<ul style="list-style-type: none"> <li>– Arrange for NQT to be observed for assessment purposes and ensure the process is consistently managed.</li> </ul>
	<ul style="list-style-type: none"> <li>– Provide leadership in the partnership: eg. be proactive in setting up meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Ensure that the assessment/monitoring part of the process is understood and assessors are clear about their role.</li> </ul>
	<ul style="list-style-type: none"> <li>– Ensure the purposes of the induction year are reviewed regularly and that they are achieved.</li> <li>– Ensure consistency in the management of the process of classroom observation, review and objective setting.</li> </ul>	<ul style="list-style-type: none"> <li>– Ensure that monitoring and assessment is:               <ul style="list-style-type: none"> <li>– balanced</li> <li>– spread out over the term</li> <li>– documented</li> <li>– useful to all parties.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>– Ensure all parties understand the process of monitoring and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>– Observe and assess in classrooms.</li> <li>– Manage review and give constructive feedback during dialogues.</li> </ul>
	<ul style="list-style-type: none"> <li>– Ensure NQTs have access to INSET opportunities to meet needs (NQT and other INSET).</li> </ul>	<ul style="list-style-type: none"> <li>– Ensure the process is properly understood by all and represent NQT where there are misunderstandings.</li> </ul>

With thanks to Clive Carroll and Neil Simco

## A self-audit checklist of knowledge, skills and expertise for induction tutors

This list might help you to identify how well your strengths and previous experiences have prepared you for your role as induction tutor. There is no suggestion that this is a definitive list: you may wish to concentrate on particular areas, or to add your own questions. You will need to be as objective as possible (about your strengths as well as about your development needs) so you may want to identify some evidence to support your judgement or to talk to colleagues before completing the self-audit.

You could, for example, shade or tick the appropriate box to record how confident you feel about each area. The completed list will result in a profile of where you feel more or less confident about your existing knowledge and skills. You can refer to this when discussing – with colleagues such as your headteacher, staff development manager or induction coordinator – how the school can support your development.

1 – very confident    2 – confident    3 – would benefit from some further improvement    4 – significant gaps

### Knowledge

**How confident do you feel about your knowledge of...**

– the statutory requirements for induction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– your roles and responsibilities as induction tutor?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the qualified teacher status (QTS) and Induction Standards?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– how to use the Career Entry and Development Profile?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– what support is available from within the school to support the NQT?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the school's previous experience of NQT induction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the teaching strengths of colleagues?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– where to access support from outside the school to support the NQT?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– school policies and procedures?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the NQT's strengths and areas for development?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the curriculum the NQT teaches?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the work of other induction tutors (within or outside the school)?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– the linkages between ITT, induction and continuing professional development?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– current developments in education policy and practice?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– different learning styles?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## Skills and expertise

How confident do you feel about your ability to...

– use a range of teaching strategies?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– evaluate your own teaching?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– observe and evaluate others' teaching?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– manage your own time?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– plan and organise ahead?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– adapt to change?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– meet deadlines?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– analyse issues?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– identify your own strengths and development needs?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– challenge yourself and others to bring about improvements?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– think creatively and solve problems?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– think strategically?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– work collaboratively with colleagues and make decisions in consultation with others?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– build relationships?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– provide ongoing, reliable support for others?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– ask for help when it is needed?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– work with adult learners?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– overcome setbacks and difficulties?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– rebuild own and others' confidence after a setback?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– respond to unexpected challenges?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– negotiate objectives and write action plans?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– prioritise and help others to prioritise?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– keep up-to-date and well-organised records?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– contribute to meetings?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– use open, probing and reflective questions when talking to teaching colleagues?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– summarise during dialogues?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

– listen actively?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– communicate clearly?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– structure discussions after observations?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– give constructive feedback?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– record accurate, unambiguous written feedback?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– involve the NQT in their induction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– encourage the NQT to evaluate their own progress?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– involve other staff in the NQT's induction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– recognise and celebrate the NQT's strengths?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– respond to development needs?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– identify any areas in which the NQT is experiencing difficulties?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– draw on evidence from a range of sources to monitor and assess the NQT?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– inform and involve senior management?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– highlight and seek to resolve any shortcomings in the school's induction arrangements?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## Support for induction tutors: a checklist

This list might help you to identify how well-prepared your school is to provide the appropriate support for your role as induction tutor. There is no suggestion that this is a definitive list: you may wish to concentrate on particular areas, or to add your own questions. You could, for example, shade or tick the appropriate box to record how confident you feel about your school's practice in each area. The completed list will result in a profile of where you feel more and less confident about your school's preparedness. This profile of strengths and areas for improvement can be used when discussing the school's induction processes with colleagues such as other induction tutors, your headteacher, staff development manager or induction coordinator. It might be interesting for you and your colleagues to complete the same profile and to discuss the differences and similarities between your respective lists.

1 – very confident    2 – confident    3 – would benefit from some further improvement    4 – significant gaps

### How confident are you about your school's ability to...

– make clear its expectations of induction tutors?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– prepare induction tutors before taking on the role?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– provide access to national/local guidance on induction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– ensure consistency in the practice of different induction tutors within the school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– ensure that different NQTs are assessed fairly and consistently?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– arrange opportunities to attend induction tutor training or network groups?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– make sure other staff members contribute to NQTs' induction programmes?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– respond appropriately to induction tutors' requests for release time?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– provide additional support for induction tutors if NQTs are experiencing difficulties?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– involve governors in NQT induction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– provide informal support for induction tutors?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– hold regular meetings of induction tutors and senior management?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– recognise the importance of the role within the school community?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– use systems to evaluate the induction process?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– make improvements to induction arrangements as required?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
– enable induction tutors to build on the experience gained and apply it to other roles in school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## Ways in which induction tutors contribute to wider school effectiveness

This might help you and your colleagues (such as other induction tutors, your headteacher, staff development manager or induction coordinator) to discuss how your school could use the expertise you have developed, or are developing, as induction tutor. There is no suggestion that this is a definitive list: you may wish to concentrate on particular areas, or to add your own questions.

### How could your school use your expertise as induction tutor to:

- **prepare and train induction tutors for subsequent years** – work shadowing, preparation and training, auditing the knowledge, skills and experience of potential induction tutors?
- **use the NQT's end-of-year review, using Transition Point Three of the Career Entry and Development Profile with their induction tutor**, to formulate performance management objectives for the second year of teaching?
- **develop programmes for teachers in their second and third years of teaching** – seeing the NQT year as continuous with the second year; continuing ongoing support from the induction tutor beyond induction; designing specific professional development opportunities for teachers in second and third years?
- **introduce and induct other new staff to the school** – experienced teachers, support staff, trainee teachers?
- **establish and/or develop a school-wide system of professional portfolios for all staff** – for example, with the induction tutor drawing on induction experience to provide practical support for colleagues in maintaining portfolios?
- **work with trainee teachers** as a school-based tutor?
- **support the establishment of employment-based routes into teaching** – the Graduate and Registered Teaching Programme?
- **monitor and evaluate standards of teaching and learning** in your own department or year group?
- **contribute to training staff in the observation of classroom practice**, including sharing the induction tutor's skills and knowledge in using observation-recording formats, conducting positive dialogue, giving constructive feedback, accurate recording of judgements and setting objectives?
- **inform governors of the importance and resource needs of NQT induction**, through reports to governors, meetings with a link induction governor, governors making an input to NQT induction programmes?

## Contributing to local and national practice in induction as an induction tutor

This list might help you and your colleagues (such as other induction tutors, your headteacher, staff development manager or induction coordinator) to discuss how the expertise you have developed, or are developing, as induction tutor might contribute to the dissemination of effective induction practice beyond your school. There is no suggestion that this is a definitive list: you may wish to concentrate on particular areas, or to add your own questions.

### How could your and colleagues' expertise as induction tutor be used to:

- **recognise the strengths** of the school's provision for induction?
- **contribute to local networks** of induction tutors?
- **contribute to induction tutor training** and support programmes – through LEAs, ITT providers or other induction tutor training programmes?\*
- **provide support for induction tutors in other schools**, for example inexperienced induction tutors, schools with staffing difficulties or where NQTs are experiencing difficulties?\*
- **produce case studies and summaries** of the school's achievements in induction for journals, newsletters and local and national guidance on induction?
- **work with university education departments and ITT providers**, inviting them to use the school for research and development studies?
- **work with your LEA** to examine and improve the school's induction practice?

\* In these cases the school or training provider usually makes arrangements to reimburse the induction tutor's school for their time and expertise.

# Accounts of experience

## Newly qualified teachers (NQTs) in a primary school evaluate their experience

**NQTs in a primary school reflect on the successful elements of induction in their school, consider how it can be improved and highlight the demands induction makes on the school.**

Our school has 215 pupils on roll and is located in a small but rapidly expanding town. This year the school had three NQTs: two in Key Stage 2, one in Key Stage 1. The school has one experienced induction tutor, who has undertaken an MEd module on managing professional development, and two new induction tutors, who have attended three days' induction tutor training (one per term) provided by a partnership of the LEA and a local ITT provider. The headteacher takes an overview of the induction arrangements and oversees support for the induction tutors.

Near the end of our induction period, the headteacher and the induction tutors asked us to evaluate the support and monitoring that our induction tutors had provided and to comment on the quality of the school's induction systems. This account summarises our evaluation and the steps that were taken as a result. It also includes some direct quotations from individual NQTs.

The main points that we wanted to highlight were that:

- the experience and expertise of the induction tutor and other key staff was crucial;
- induction tutors are likely to need specific preparation and support for their role;
- professional development meetings are fundamental and need time to be released to make sure they are done properly;
- structured contact with subject coordinators, and opportunities to observe good practice, need to be planned by the induction tutor and NQT together.

### Personnel involved in induction

Our views were sought on the desirable skills and attributes of:

- induction tutors;
- subject coordinators; and
- members of our teaching team, in relation to our induction.

Our induction tutors carried out most of our lesson observations, but we also benefited from well-established systems of monitoring by subject coordinators.

We felt that the desirable skills and attributes of these key people were that they should be:

Induction tutors	Subject coordinators	Colleagues in team
friendly and approachable	approachable	welcoming
open and honest	knowledgeable	supportive
trustworthy	well-informed	encouraging
good listeners	good communicators	able and willing to advise
knowledgeable		open and honest
well-organised		
well-informed		
objective		
proactive		

#### Usefulness of different aspects of the programme

We were also asked to comment on the usefulness of our induction tutors' and other colleagues' input to:

- professional review meetings;
- lesson observations and feedback;
- our observation of good practice;
- team planning meetings;
- assessment meetings.

**Professional review meetings** took place during the school day. Initially one hour was allocated to these, but it was quickly apparent that this was not sufficient and it was extended to two hours. We felt that:

- the timing and duration of the meetings were key factors in their success;

- being provided with quality time with the induction tutor during the school day was a useful recognition of how important these meetings were;
- our induction tutors took care to achieve a good balance between building on strengths and addressing areas for development;
- good links were made with the priorities for development that had been identified using Transition Point One of the Career Entry and Development Profile.
- the format of recording the meetings was very positive and useful. (An example, using a proforma provided on disk in this LEA's induction guidance, is provided on the following page.)

## Record of professional review meeting

Guidance on NQT induction advises you to keep a record of these meetings

Term one		Term two		Term three	
review 1	review 2	review 3	review 4	review 5	review 6

Induction tutor Sian Hammond Date 23. 04. 2001  
NQT Kate Edwards Class Year Two

### Evidence considered: for example, lesson observation, planning, pupils' work, NQT's evaluations

- Classroom observation and feedback summary – 02. 04. 2001.
- Professional dialogue.
- Class assemblies and displays.
- Planning and assessment documents.
- Comments and feedback from other colleagues.

### Objectives reviewed and progress made

**Objective one** – Kate has used level descriptors to assess children's attainment in science for those aspects of the QCA Scheme of Work already taught. She has prepared for teacher assessment at the end of Year 2, but is aware that these assessments may need further updating. She still needs to develop the use of assessment techniques and opportunities in PE and ICT.

She has worked with the KS1 assistant headteacher in devising a statement bank to report on individual attainment within history.

**Objective two** – Kate has met all the success criteria identified and continues to strengthen her understanding of individual learning needs and styles and appropriate ways to respond. Well done, Kate!

**Objective three** – Kate has met the success criteria this term, but, as behaviour management is still an area she would like to develop further, this target will be revised and extended.

**Objective four** – again Kate has met the success criteria for the development of her subject knowledge in science, although the development of teaching AT1 needs further reinforcement. Geography will be the focus of her work in the summer term.

**Objective five** – Kate has begun to identify learning objectives more independently but still needs to tighten up this aspect of her practice and ensure that all activities are driven by specific learning intentions.

**Draft revised objectives.**

**Objective one** – to plan for and carry out formative and summative assessments for: PE, D&T, ICT, music and aspects of art.

To produce informative annual reports on individual children.

To carry out end of KS1 SATs.

**Objective two** – NEW – to enhance classroom organisation and promote independent learning.

**Objective three** – to enhance behaviour management and control in a range of settings.

To continue to give children choices regarding their own behaviour, but be more consistent when applying consequences to the selection of ‘wrong’ choices.

**Objective four** – to extend subject knowledge and develop skill in teaching geography curriculum outlined in QCA.

To look at the progression of skills development within music and deliver more effective lessons.

**Objective five** – ongoing – to remain focused on the target group during literacy and numeracy sessions.

*“My priorities for professional development have been discussed fully and evaluated in terms of short- and medium-term career development. Support has been focused and the induction tutor has appeared genuinely interested and has simultaneously personalised her approach with references to her own teaching experience in a way that is relevant to the discussion of my own development.”*

*“The regular reviews of objectives set have enabled me to reflect in a meaningful way upon the progress I have made. These meetings have contributed significantly to my ability to consolidate the experience gained during initial teacher training.”*

We also felt that **lesson observations and feedback** were significant in assisting development.

We were actively encouraged by our induction tutors to do much of the thinking and talking in post-observation dialogue. Our induction tutors encouraged reflection by using factual statements and open-ended questions.

(The following ‘prompt sheet’ was adapted from the LEA’s induction tutor handbook.)

I was interested to see...	Talk me through...
I was impressed with the way you...	What do you think was the effect of...?
It was effective when you...	Have you considered...?
What would help you to move forward with this?	How else might you...?
What objectives would help you?	Would it be a good idea to...?
Let’s summarise what went well and what needs to happen to support you now.	So do we both agree that we will now..?

**One induction tutor said:**

*“The structured format of the feedback gives a clear focus for strengths and areas for development, which provide reference points for the NQT to reflect upon. I have welcomed the opportunity to make my own observations and it has been helpful to conclude with agreed action as this requires reflection on the part of the NQT and ensures their involvement in their own development.”*

**Observations of good practice** were set up within the school and in other settings relating to our individual development needs and objectives. We found that the induction tutor’s role in identifying the focus for visits, negotiating with teachers within and outside the school, and planning the important follow-up discussions, was essential in maximising the benefits of observation.

*“I found it particularly useful to have the opportunity to take an objective view of the class as an onlooker and also to interact with different groups of children in a non-teaching role: talking to them about what they were doing, the set-up of the classroom and activities they particularly enjoyed.”*

*“All the teachers were very welcoming and willing to share their experience. I appreciated the opportunity to ask the opinions of people with years of experience and to share their opinions of recent government policy and initiatives in comparison with past practice.”*

We felt that **team planning meetings** provided opportunities to share and reflect on good practice, and for our colleagues to value our contributions. Colleagues within the team needed to understand the pressures on us as NQTs and to be supportive and encouraging. They also needed to communicate clearly and be good professional role models. Our induction tutors needed to take a role in communicating with our team colleagues to make sure that this happened.

*“During the initial months of the induction year, team-planning meetings were very much an observational exercise. As an NQT in a very strong team, I did not feel I could offer any ideas that were improving on the suggestions of the other team members and I was therefore content to observe and ‘take notes’ for future reference. During the latter part of my induction, I have been able to have more input during these meetings. Team meetings also allow us to regulate the level and quality of our teaching, and gain insights into the level and quality of the pupils’ learning in our own and other teachers’ classes.”*

An afternoon was allocated for each **assessment meeting**. These were more formal than other meetings, and they were the part of our induction that we felt least enthusiastic about! We appreciated the feedback we got against each of the Standards but, as summative assessments, we felt that these meetings contributed less to our professional development than other feedback situations. To maximise their effectiveness and ensure that judgements are fair, it was important that sufficient time was given to these meetings to allow full analysis and discussion of the evidence.

*“My induction tutor’s approach was relaxed yet thorough, and successfully covered all areas for assessment within the allotted time, allowing plenty of time for discussion, reflection and evaluation. I am appreciative of the fact that my own opinions have been given consideration and valued.”*

*“The information contained on the assessment form is not utilised in the same way as the information generated by the professional development reviews. Therefore it did not impact on my professional development in the same way as the professional reviews did.”*

### **Improvements we intend to make as a result of this evaluation study**

We discussed this evaluation with the headteacher and our induction tutors, and together we identified some specific steps that we thought the school could take to improve its induction provision.

**Assessment meetings** would be more constructive if the individual progress reports were supplemented by graded statements about each Induction Standard. These would provide greater clarity about the NQT's achievements and the requirements for future development. This format would help to ensure common expectations, provide specific feedback for headteachers and the LEA and help the NQT to set appropriate objectives.

**Increased liaison, early in induction, with staff and other stakeholders**, particularly subject coordinators and governors, would be helpful: the more contact NQTs can have with key people the better. However, the potential for overload early in the induction year must also be taken into consideration. On balance, we decided an opportunity to meet the governors socially would be beneficial. But liaison with the subject coordinators should in the first instance be through an introductory subject summary, with planned meetings towards the end of term one or in term two.

The need to deploy staff and allocate finance so as to allow **release time for induction tutors** should be clearly communicated to governors prior to the appointment of an NQT.

## Evaluating a school's approach to recognising and rewarding the work of induction tutors

### A deputy headteacher talks about her school's approach to recognising and rewarding the work of induction tutors.

Our primary school has 420 pupils on roll. Last year we appointed four NQTs for September, including one who had already completed two terms in another school. We appointed one further NQT in January.

As part of the school's recruitment and retention strategy, we have a strong policy for the induction of NQTs. As deputy headteacher, I provide professional leadership for the induction tutor team and one induction tutor has a certificate in advanced mentoring. We have strong links with a local ITT provider. A senior lecturer from the ITT provider talks to all teachers and learning assistants at the annual performance management INSET day in June. This session focuses on progression from ITT to induction, the QTS Standards, the TTA Career Entry and Development Profile and the Induction Standards.

Our induction policy places an emphasis on the preparation and support of induction tutors through:

- providing dedicated release time;
- offering financial incentives/allowances;
- providing management support;
- involving NQTs in guiding the induction tutors' work;
- evaluating the impact of the induction tutors' work.

### Release time

One non-class based teacher covers all release time for NQTs and provides release for induction tutor observations and discussions. Induction tutors have 1.5 days' release per term per NQT. The induction tutors can talk to me about arranging additional release if, for example, an NQT is experiencing difficulty.

### Financial incentives/allowances

Induction tutors receive:

- a retention allowance; or
- an additional payment for ITT, which includes establishing progression from ITT to induction; or
- a management allowance, part of which is for their work as induction tutor.

One of this year's induction tutors is an advanced skills teacher and is not eligible for any of these payments.

### Management support for induction tutors

I formally meet with induction tutors individually in the first half of each term, and will always arrange additional meetings if needed. New induction tutors are well-supported through, for example:

- a checklist and timetable of what is required of induction tutors;
- formal induction tutor training – in-house and LEA-based;
- informal support on a day-to-day basis;
- paired observations with me;
- scrutiny of first drafts of action plans.

If an NQT is having difficulties or has particularly complex development needs, I become much more involved, so that the induction tutor does not become isolated or overwhelmed with the workload.

### **Involving NQTs and encouraging them to take ownership of their induction**

One of the school's governors meets with the NQTs before they begin induction in the school. This discussion focuses on what the NQTs expect from the school during induction, and the points raised are fed back to the induction tutors and me. NQTs last year said they expected:

- an induction tutor who would work closely with them;
- the opportunity to develop and enhance a range of teaching strategies and techniques;
- access to courses which would further their professional development;
- opportunities to shadow the curriculum leader in their specialist subject;
- someone with the responsibility for making sure that they were provided with the non-contact time they were entitled to, and help to use it constructively;
- areas for development pointed out in a non-critical way, with appropriate support given to rectify any weaknesses;
- opportunities to understand and work with outside agencies involved in the children's care and education.

### **Evaluation and next steps**

Mid-way through the third term of their induction period, the NQTs are asked to evaluate their induction and, in particular, the support they have received from their induction tutors. The evaluation is intended to inform planning for the induction of future NQTs, but also helps us, during the last part of term three and in the second year, to address any shortcomings in the programmes of the NQTs in question.

This table summarises the points that emerged from the NQTs who were in term three during the summer term.

Positive features of induction tutor support this year	Points to consider for future induction tutors
<p>My induction tutor has coordinated all my observation opportunities, ensuring enough preparation and planned follow-up time.</p>	<p>More release time for the induction tutors would have meant more opportunities to evaluate the use of my release time and to plan my development opportunities.</p>
<p>My induction tutor involved other staff, such as the subject coordinators and the SENCO, when I needed their input. She spent a lot of time briefing them on how they could contribute to my induction.</p>	<p>More time at the beginning of the year for us to talk to our induction tutors about our progress, strengths and priorities for development that were identified when using Transition Point Two of the CEDP.</p>
<p>Objectives, action plans and long-term aims that were produced using the Career Entry and Development Profile were really useful. My induction tutor tied everything into my objectives, including the observations he made in my classroom.</p>	<p>On reflection I would have liked to join in with professional development activities for teachers generally, as well as those for NQTs.</p>
<p>My induction tutor and I decided together which courses outside the school I should take part in, and then we evaluated them together afterwards.</p>	<p>During this term, I feel I could have been challenged a bit more. Everyone agreed I had met the Induction Standards by the end of term two and I would have liked my induction tutor to work with me to go beyond this level from the beginning of this term.</p>
<p>My review meetings and assessment meetings were always well-organised and my tutor encouraged me to bring evidence to them to show how I was meeting the Standards.</p>	<p>I started my induction in January and, although my induction tutor realised this was difficult for me, she did not have enough release time to be able to help me as much as I needed. I have always felt at a disadvantage compared to the other NQTs who started in September.</p>
<p>I moved here for the third term of my induction period. My induction tutor really made an effort to find out what my induction had been like in my previous school, so I did not feel I was expected to start all over again here.</p>	

### **Year-on-year improvements to induction**

We set aside time in a leadership group meeting at the beginning of June each year to consider the findings of that year's evaluation and to make improvements in the way induction tutors and NQTs are supported in the following year. Changes arising from this year's evaluation will include:

- Highlighting the importance of making use of the Career Entry and Development Profile. We will make sure that NQTs spend time with their induction tutors using Transition Point Two of the CEDP, before the start of their induction and very early on in the induction period.
- Additional release time for induction tutors. We are looking at ways of drawing on the school's professional development budget to organise more than 1.5 days' release time for induction tutors, especially
  - in the first term of the NQT's induction;
  - when NQTs join the school after having undertaken part of their induction period in another school;
  - when NQTs begin induction at a point in the year other than in September.
- Broadening the range of support for NQTs. We will make sure that induction tutors are aware of the full range of external professional development opportunities available to NQTs, including courses and programmes for teachers who are not NQTs and the expertise available in other schools within our own and neighbouring LEAs.

## Induction within a cluster of small rural primary schools

### A headteacher describes how the induction tutor role can be shared between induction tutors in two small schools.

Ours is a small rural primary school, with 70 pupils on roll. I, as a teaching head, share Class 1 with a part-time teacher; Class 2 is taught by a very experienced teacher who is nearing retirement; and a newly qualified teacher taught Class 3 this year. We often work closely within a cluster of nine small schools. As we felt that our staffing profile would make it difficult to select an induction tutor with the time and/or expertise to undertake the role effectively, we decided to seek the help of the cluster to support our NQT.

### Background

There was some experience of mentoring within the cluster. Although our school has no recent experience of ITT, there are links within the cluster to a local ITT provider. New headteachers are mentored by an experienced headteacher from another cluster school. A group of six classroom assistants from across the cluster is following a specialist teaching assistant course, and one lead mentor from within the cluster coordinates the individual schools' mentoring arrangements.

### Selection of induction tutor

I was the NQT's named induction tutor. I arranged for a teacher from a nearby school, who had been an induction tutor during the previous year, to work with me as the NQT's 'associate induction tutor'. Our school pays the associate's school for her time. There is also support for NQTs and induction tutors from across the whole cluster: for example, from the science subject leader, who is employed to work across all nine schools, and from network meetings.

### Organisation

The shared induction tutor arrangements were organised as follows:

#### Before the NQT took up her post

- I approached the LEA for suggestions about how to enhance the school's capacity to provide effective induction.
- I approached a colleague headteacher within the cluster to arrange for part-time support from an experienced induction tutor who does not have an NQT in her own school this year.
- This 'associate induction tutor' and I attended LEA induction tutor training together.
- We met for a further half-day to plan how we would share responsibilities according to curriculum and management strengths.
- We agreed that all records would be completed and e-mailed to all three partners (the NQT and the two induction tutors) within three days of any meeting/observation.
- A governor was nominated as the person with whom the NQT should raise any concerns within the school.
- A budget was set for the associate induction tutor's release time from her own school.
- The NQT was paid for two weeks' work in July – observing, taking groups and the whole class, team-teaching, meeting with the associate tutor and me together, visiting the associate's school and discussing her CEDP.
- The NQT attended the LEA's one-day Getting Ready to Start programme. Induction tutors were invited at the end of the day to meet the LEA induction coordinator, and we both attended.

### First half-term

- I met weekly with the NQT for after-school induction sessions.
- For the first three weeks, the associate induction tutor worked with the NQT during one afternoon and joined the induction session with the NQT and me after school.
- Week 4 – I undertook the first formal observation.
- Week 6 – the associate induction tutor observed the NQT.
- The associate induction tutor, the NQT and I held the first professional review meeting.
- The associate induction tutor and the NQT attended a welcome reception for NQTs at the LEA Professional Development Centre.
- The associate induction tutor and I met formally at the end of the half-term to review the process, identify any problems arising and plan for the next half-term.
- The associate induction tutor arranged a network meeting for the NQTs and induction tutors in the cluster.

### The remainder of the induction period

- The associate induction tutor spent half a day and an after-school session with the NQT once every three weeks.
- The associate induction tutor and I conducted alternate professional review meetings.
- I conducted the formal assessment meetings, but always met with the associate induction tutor in the preceding week to ensure that all the evidence was taken into account.
- We held an evaluation meeting in February, at which the nominated governor interviewed all three partners to make sure the process was proceeding smoothly.
- The associate induction tutor arranged for other cluster colleagues to support and observe the NQT: for example, the cluster science subject leader.

- The associate induction tutor arranged for the NQT to visit three other schools in the cluster to observe good practice.
- Both the associate induction tutor and I attended the end-of-year professional review and assessment meetings, and worked with the NQT to use Transition Point Three of the CEDP.

### At the end of the induction period

- The NQT successfully completed her induction period.
- All three partners collaborated on a report for the LEA, to set out how schools can work together to ensure effective induction.

## A school where an NQT did not satisfactorily complete induction

### An induction coordinator analyses the issues facing induction tutors when an NQT fails to complete induction satisfactorily.

We are an 11–18 boys comprehensive with approximately 1,000 pupils on roll. We often have a significant number of NQTs (14 last year) and each is assigned their own induction tutor, usually their head of department. As assistant headteacher in charge of staff development, I coordinate support for all the NQTs and induction tutors across the school, to try and make sure that induction involves the staff as a whole. The headteacher takes an active interest in induction and will, for example, aim to observe every NQT in the course of the first term.

Thirteen of last year's NQTs clearly met the Induction Standards, but one NQT in the maths department experienced considerable difficulty throughout his induction period and did not meet the requirements for satisfactory completion of induction by the end of the third term. At the end of the year, I met with the NQT's induction tutor to consider all the factors involved. We felt that the school had ultimately met its responsibility to provide appropriate additional support for this NQT, and that our final assessment had been fair and reliable. But we also recognised that our practice in some areas had been less helpful. Under each of the following headings, we noted the points at which our practice could be improved, and identified the changes the school should make to its induction arrangements as a result.

#### Early intervention

Intervention had been delayed until the second term, even though problems were emerging in the second half of the autumn term. In trying to be positive, the induction tutor was not sufficiently open and honest about areas of weakness.

It is essential that early steps are taken to identify any difficulties an NQT is experiencing, to make sure that the support programme is revised and adapted to take

account of these needs. The objectives, action plans and long-term aims produced using the Career Entry and Development Profile should be revised, and success criteria written very carefully so that improvements can be identified and acknowledged. As induction coordinator, I need to support induction tutors in seeing that early recognition of difficulties is actually in the NQT's best interests.

#### Unambiguous, accurate records

Also in an attempt to be positive, observation records and review meeting records were not clear enough about the weaknesses that needed to be addressed.

Induction tutors need to take a lot of care with the wording of observation summaries and review meeting records. Positive achievements need to be recognised, but at the same time difficulties and weaknesses must be brought into the open. Actions to be taken to support the NQT (by the induction tutor and other colleagues) must also be clearly expressed. I already review all of these records, but I need to provide more support for induction tutors if records are not sufficiently clear.

#### The Induction Standards should be the main focus

Action plans and review meeting records did not focus sufficiently on the Standards around which there were difficulties. Other, non-induction tutor colleagues who observed the NQT were not familiar enough with the QTS and Induction Standards.

The main focus should be on supporting the NQT to meet the Induction Standards – especially if the NQT is experiencing difficulties. All records should make this focus clear: for example, by describing how release time will be used to support progress towards the Standards. The induction tutors and I have a role in informing other colleagues involved in the NQT's induction about the induction requirements and the Induction Standards in particular.

### **NQTs must be fully aware of concerns and know how they will be supported**

We assumed that the NQT would know we were working with him supportively. We did not take sufficient account of the NQT's anxiety about the process.

We should take time to explain to the NQT that everyone is working to support his or her progress. We could, for example, have explained more forcefully that unsatisfactory progress during induction does not inevitably lead to unsatisfactory completion. We could have done this by going more carefully through the detail of action plans and review meeting records and emphasising the revised and enhanced support programme that had been put in place. At the same time, it is important for NQTs to understand their responsibility to act on the advice given and to take advantage of their support programme to move forward positively and successfully.

### **Communicate concerns at an early stage to the LEA**

We delayed discussing the issues with the LEA for four weeks, wanting to be sure we were being fair and well-informed. It would have been better to involve specialist subject support as early as possible.

In future, as soon as problems occur, the headteacher or I will talk to the LEA induction coordinator or link adviser/consultant to discuss the issues and organise appropriate external support from a specialist adviser.

### **Encourage NQTs to raise any concerns they may have.**

It was not helpful for the school's procedures for raising concerns to be via the induction tutor.

All NQTs should know the school's procedures for raising concerns about their induction, but the school also needs to consider whether anything about these procedures will accidentally discourage NQTs from using them. We need to think about personalities and relationships as well as administrative systems. We now have an 'induction governor' who takes on this responsibility. We also make

sure that NQTs know they can contact the LEA's named officer and their professional association.

### **Keeping careful records of meetings**

Because of the circumstances, the induction tutor and I met more regularly with this teacher than with other NQTs. It would have been easy to have become less careful about recording the points made by all involved, and decisions and plans made at these meetings. But it was particularly important in this situation that these records were made, that they were dated and signed, and that a note was made of when they were given to the NQT and senior management.

### **Support for the induction tutor**

Because of the implications for the NQT's career, the induction tutor role became particularly demanding once it was clear that the NQT was experiencing difficulties. The induction tutor felt that she would have benefited from more structured support from an earlier stage in the process.

The school has agreed that, in any future cases where NQTs experience significant difficulties, induction tutors will be supported by:

- release time in addition to that initially allocated;
- regular and active support from senior management, including
  - advice about next steps;
  - support in making judgements about the NQT's progress;
  - help with action plans and observation records, to make sure they are specific and well-targeted;
  - support at review meetings.

In discussion with the LEA induction coordinator, we produced a grid (see next page). We have now included it in the school's induction guidelines, so that all induction tutors are aware of the issues that may arise when working with NQTs who make unsatisfactory progress at one or more stages of their induction period.

## Working with NQTs who are experiencing difficulties

### Meeting operational needs: structures and systems

- Use QTS/Induction Standards to define problems and agree objectives for improvement with NQT.
- Establish support programmes to enable improvements to be made.
- Share concerns with headteacher and others as appropriate.
- Formalise in writing the timescales for improvement, how a review of progress will be undertaken (including the NQT's role in the process), and success criteria.
- If concerns persist, share outcomes of review with all relevant parties, and inform LEA and governing body that NQT is at risk of failing.
- Continue to support as well as monitor.
- Ensure headteacher observes NQT.
- Consider allocating buddy support (ie. support that the NQT can be confident is non-judgemental) if not already in place.
- Ensure NQT has headteacher's written indication of the significance of the concerns and has access to professional advice/guidance: eg. union, teacher support line.
- Use DfES/TTA/LEA guidance throughout the process.
- Keep a log/record of the process, and encourage the NQT to do the same.

### Meeting the emotional and psychological needs of NQTs: feelings, values, attitudes

Make sure that the NQT:

- can be confident in the fairness of the process;
- knows whom to turn to;
- does not feel isolated;
- maintains an element of control over his or her future and progress.

### We will ensure these needs are met through...

- open discussions;
- clear communication (oral and written);
- careful checks that statutory requirements are met;
- headteacher involvement (supportive of the processes) and overall responsibility;
- additional release time for the induction tutor;
- additional release time and support for the NQT;
- involving an external perspective;
- judgements that are based on evidence;
- opportunities to discuss with other professionals the interpretation of what 'satisfactory' and 'progress' mean.

## Induction in the context of other professional development activities in a secondary school

**A deputy headteacher in a secondary school, who acts as the school's 'induction manager', explains how the school has adapted its approach to coordinating induction to reflect changed staffing and recruitment needs.**

We are an 11–16 mixed secondary school in an inner-city area with 1,250 on roll. We have strong links with the local sixth form college, and with three ITT providers which are the source of most NQT appointments.

### Looking at the school structure for NQT induction

We provide induction for between 6 and 12 NQTs per year and we believe our induction structures are well-established. Of last year's induction tutors, one was an advanced skills teacher; one was the SENCO; three were heads of small departments; and two were second in larger departments. All had experience of ITT school-based tutoring, including of trainees on the Graduate Teacher Programme (GTP). Four associate induction tutors were preparing to take on the role of induction tutor in the future by shadowing induction tutors, undertaking paired observations, observing review meetings and attending LEA induction tutor training.

Most NQTs stay at the school for three to four years when they move on for promotion or to relocate. Teachers in their second and third years of teaching volunteer to give informal support to new NQTs. Where possible these pairings cross subject departments.

The school's leadership team felt that induction was well-integrated into the school's structures and procedures. However, we were aware that an increased number of GTP trainee teachers were becoming NQTs at the school. We had also identified the need to develop an early professional development programme for teachers in their second and third years of teaching at the school. As a result, we decided to review the school's induction arrangements in the light of an evaluation during the previous year. This led us to establish a new structure from last September, designed to quality assure the process, provide opportunities for management development and share responsibilities across the senior management team. A key development was my designation as 'induction manager', working in partnership with the professional tutor for initial teacher training.

We recognise that this role is not identified in the DfES guidance, but we feel that the increase in the professional tutor's ITT responsibilities, and in particular the substantial increase in the number of trainees on employment-based routes into teaching, necessitated a separate job description.

## **Job description for induction manager**

### **Key responsibility**

To assure on behalf of the headteacher the quality of the induction provided in the school.

This will involve ensuring that:

- NQTs in all departments have a consistent experience of induction;
- induction tutors are supported by the provision of a consistent and structured approach to professional and administrative matters;
- systems are established so that induction tutors are fully aware of, and reminded about, requirements and deadlines;
- NQTs and induction tutors understand the Induction Standards and how they should be used;
- NQTs beginning their induction mid-year (an increasing trend with graduate trainees gaining QTS at different points in the year) are not disadvantaged;
- induction tutors receive additional support if NQTs are experiencing difficulties;
- a supportive environment is provided for induction tutors through informal and accessible structures, such as working lunches;
- progression into professional development for the second and third years of teaching is facilitated.

### **In order to do this the induction manager will:**

- make sure that each NQT in the school receives an appropriate induction programme;
- make sure that NQTs participate in whole-school induction programmes;
- make sure on behalf of the headteacher that guidance and procedures are followed;
- make sure that induction tutors' responsibilities are clearly defined;
- support induction tutors in monitoring the NQT's progress against the Induction Standards by, for example, undertaking observations;
- undertake assessment meetings with induction tutors on behalf of the headteacher;
- support the induction tutor where NQTs are having difficulties;
- make sure on behalf of the headteacher that the Appropriate Body is alerted to any concerns about an NQT's progress.

### **Links with other schools and colleges**

The school has also sought to build strong links with other schools, with a particular focus on support for NQTs and induction tutors. A voluntary cluster of the eight secondary schools has been set up within the LEA to enable:

- NQTs to link with other NQTs teaching their specialist subject(s);
- INSET to be provided on common areas of need (for example, teaching gifted and talented pupils, and pupils for whom English is an additional language);
- induction tutors to meet and share issues, solutions to challenging situations and effective practice;
- a deputy headteacher from one of the eight schools to be seconded for the equivalent over the year of two days a week, funded through the LEA, to observe all the NQTs within the cluster. Feedback from these observations is given to the NQT, and agreed headlines are passed to the induction tutor;
- advanced skills teachers and other expert teachers to support NQTs across the LEA. The NQT in turn observes expert teaching in another school;
- NQTs undertaking induction at the sixth-form college to which we are linked to teach at the school for three weeks in order to satisfy the requirements for satisfactory completion of their induction.

### **Progression from ITT into induction and then into the second and third years of teaching**

We now plan to give our NQTs, when they are appointed, details of a professional development programme for the first three years of teaching. Similar programmes appear to have provided a useful recruitment and retention strategy in other schools in the cluster. The aim is that teachers will access those elements of the programme that meet their individual needs. In the first year, we have been able to draw on expertise from both our school and from others in the cluster, as well as the LEA and the ITT providers to

which we are linked, to organise support on a wide range of topics. These include:

- subject leadership;
- school improvement data analysis;
- research opportunities;
- time management;
- timetabling;
- classroom management;
- managing challenging behaviour;
- progression from Key Stage 2 (a two-day placement in a primary school);
- post-16 curricula – opportunities to teach in the sixth-form college as a reciprocal arrangement;
- learning styles;
- preparing to become a school-based ITT tutor;
- ICT across the curriculum;
- literacy across the curriculum.

### **Developments planned for the future**

All the schools in the cluster want to see the secondment and the grouping of secondary schools continue.

We want to explore new ways of using the cluster for teachers' professional development. In particular, trainee teachers across the cluster schools will have joint training and support sessions, and we will be extending structured support to teachers in their second and third years of teaching. We are discussing with one of the local ITT providers the possibility of establishing accreditation opportunities for teachers in their second and third years, which will enable them to work towards Masters level awards.

# Section 3: Sources of support

# Sources of support

Many potential sources of support are available to induction tutors. The most obvious is the experience of staff with whom you are working, including those who have undertaken the role in the past. You may also be able to draw on support from other schools with which your own school has established links.

You should also bear in mind external sources such as LEAs, ITT providers, subject and professional associations and national bodies such as:

## **DfES**

020 7925 5000  
www.dfes.gov.uk

## **General Teaching Council (GTC)**

0870 001 0308  
www.gtce.org.uk

## **Qualifications and Curriculum Authority (QCA)**

020 7509 5555  
www.qca.org.uk

## **Teacher Training Agency (TTA)**

0870 4960 123  
www.tta.gov.uk

You or your school will already be in touch with many of these.

## **Information on the induction arrangements**

DfES Guidance 0458/2003: *The Induction Support Programme for Newly Qualified Teachers* sets out the Secretary of State's guidance on induction, to which those who are involved in the arrangements 'must have regard'. It is available on the Teachernet website at [www.teachernet.gov.uk/nqtinductionguidance](http://www.teachernet.gov.uk/nqtinductionguidance)

This Guidance includes the Induction Standards. The Standards are also available in the TTA's *Into induction* booklet (see below).

The TTA's website for NQT induction, at [www.tta.gov.uk/induction](http://www.tta.gov.uk/induction) includes a selection of frequently asked questions about the statutory induction period, as well as several TTA publications aimed at supporting those who are involved in the induction arrangements. Most of these publications, including

- *the Career Entry and Development Profile*
- *Supporting induction for newly qualified teachers*
- *Into induction*
- *Induction Standards – TTA guidance for newly qualified teachers*

are also available in hard copy from the TTA Publication Unit, which you can contact on 0845 60 60 323 or by e-mail on [ttapublications@iforcegroup.com](mailto:ttapublications@iforcegroup.com)

You may also wish to seek advice from other sources, such as your LEA induction coordinator, your professional association, or the ISCTIP (020 8886 4369).

Alternatively, you can e-mail enquiries to [induction@teach-tta.gov.uk](mailto:induction@teach-tta.gov.uk) or telephone the induction team at 020 7023 8028.

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## Notes

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