



NEWLY QUALIFIED TEACHERS

PORTFOLIO

**Induction through continuing
professional development**



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INTRODUCTION

Congratulations on achieving Qualified Teacher Status, we are delighted to welcome you to the start of your teaching career in Haringey and NQTs beyond Haringey. Your induction year will be exciting, demanding, exhausting and rewarding by turns.

To ensure a successful induction and build on the skills and knowledge you have acquired through your Initial Teacher Training, NQTs are given every opportunity to be successful in meeting and sustaining the Teachers' Standards. NQTs receive an entitlement to high quality, personalised support and training. We urge you to make the most of the opportunities available by fully participating in the process, constructively use your 10% timetable reduction and take responsibility for your development as a professional.

Fay Jackson is the named person in Haringey acting as the Appropriate Body. Fay is the initial point of contact for any queries/concerns that cannot be answered by your School Mentor. You may contact her in confidence by email or telephone to discuss any concerns you have about your individual arrangements or general questions about the Induction period – telephone 020 3967 5096, email fay.jackson@haringeyeducationpartnership.co.uk

This Portfolio provides a general overview of Induction for both NQTs and Mentors, explaining the role and responsibilities that will be undertaken by everyone involved in your induction programme. Your school mentor will advise you further regarding day to day Induction arrangements in your School. Please refer to the Statutory Guidance for NQT Induction on www.gov.uk for further information.

We wish you a stimulating, exciting first year in your teaching career, we need and want you to succeed and hope that many of you will remain in Haringey.

James Page
Chief Executive Haringey
Education Partnership

INTRODUCTION

The portfolio is designed to serve three purposes:

- Provide key information
- Provide a range of support materials to help you through your induction year
- Provide a portfolio of continuing professional development during your teaching career

It has been split into four sections:

Section 1: Information

Section 2: The Induction Year

Section 3: The Haringey Education Partnership Induction Training Programme

Section 4: Assessment Reports

SECTION I - KEY INFORMATION

In this section you will find:

- A reference record – to help you access school details quickly
- Haringey School term dates and holidays
- A tick list of useful information for you to collect
- The aims of the NQT induction programme

Reference Record

- School
- Address
- Telephone number
- Email
- Headteacher/Principal
- Deputy/Assistant Heads
- Head of Department
- Key Stage/Phase coordinator
- Site Manager
- Chair of Governors
- Professional Association rep*
 - Name
 - School
 - Area
 - Telephone contact number
 - Email
- HEP Link - School Improvement Partner

*As a newly qualified teacher you are advised to take up membership of a professional association. Details are available in your school.

HARINGEY SCHOOL TERM DATES

School Term and Holiday Dates



2020-2021 Academic Year

		<u>Days</u>
Autumn Term (1st half)	Wednesday 2 September 2020 - Friday 23 October 2020	38
Half Term Holiday	Monday 26 October 2020 - Friday 30 October 2020	
Autumn Term (2nd half)	Monday 2 November 2020 - Friday 18 December 2020	35
School Holiday	Monday 21 December 2020 - Friday 1 January 2021	
Spring Term (1st half)	Monday 4 January 2021 - Friday 12 February 2021	30
Half Term Holiday	Monday 15 February 2021 - Friday 19 February 2021	
Spring Term (2nd half)	Monday 22 February 2021 - Wednesday 31 March 2021	28
School Holiday	Thursday 1 April 2021 - Friday 16 April 2021	
Summer Term (1st half)	Monday 19 April 2021 - Friday 28 May 2021	29
Half Term Holiday	Monday 31 May 2021 - Friday 4 June 2021	
Summer Term (2nd half)	Monday 7 June 2021 - Friday 23 July 2021	35
School Holiday	Monday 26 July 2021 - TBC	
		Total 195

Important Notes: The five Teacher Availability Days will be set by each school

Public Holidays

Friday 25 December 2020
 Monday 28 December 2020
 Friday 1 January 2021
 Friday 2 April 2021
 Monday 5 April 2021
 Monday 3 May 2021
 Monday 31 May 2021
 Monday 30 August 2021

USEFUL INFORMATION TO COLLECT

Useful information to collect from your Headteacher or induction tutor

Tick off as you collect the information. It will help you to get to know the school and understand the routines quickly:

- The aim/vision of the school
- The prospectus and website
- Staff handbook
- School policy documents
- Subject policies, handbooks and schemes of work
- Planning guidelines and formats
- Assessment and marking requirements
- Information about your class
- Your timetable
- Photocopying arrangements
- Material and resource distribution
- Location and availability of shared resources
- Holiday dates
- Fire drill procedure
- School uniform policy
- Guidance on completing registers
- School calendar and meeting schedule
- Duty arrangements
- Wet break/lunchtime arrangements
- First day arrangements, e.g. assembly, induction for new pupils

INDUCTION PROGRAMME

The aim of the Haringey Education Partnership (HEP) Newly Qualified Teacher (NQTs) Primary induction programme is:

To offer NQTs a high quality further professional development programme which enables them to become more effective teachers by enhancing their knowledge, skills and understanding of the teaching and learning process.

To this end, the Induction programme will give appropriate information, guidance, advice and support which will:

- Further develop the ability of the NQTs to be self-critical, reflective teachers
- Enable NQTs to extend their range of teaching and learning strategies
- Enable NQTs to work effectively in the multi-lingual classrooms
- Extend development from initial training to meet the Teachers' Standards
- Encourage a positive contribution by NQTs to the life of the school
- Serve as a secure foundation for continuing professional development
- Ensure that NQTs settle quickly into their new post and into the profession
- Provide opportunities to develop networks

The HEP based component of the induction programme is designed to complement the school based arrangements and has been extended to include specialist subject induction.

To view all courses visit www.haringeyeducationpartnership.co.uk

To book a place on courses:

- Discuss your needs with your Headteacher or induction tutor
- The named person in the school will book you onto the course, e.g. school CPD leader, NQT mentor

SECTION 2 – THE INDUCTION YEAR

This section provides information on induction requirements

- The Induction Teachers' Standards
- Roles and Responsibilities

Teachers' Standards

A new framework of professional standards came into effect from 1 September 2012. This includes the Teaching Standards, which NQTs are required to meet fully by the end of the induction period. To access the complete framework go to www.education.gov.uk

The standards set out what you must know, understand, and be able to do in order to successfully complete induction. During your induction period you should build upon what you have achieved during your initial teacher training, and the Standards reflect the progression and characteristics expected of you as you begin to work more confidently and independently as a teacher.

The standards are presented in three parts which together constitute the Teachers' Standards: the Preamble, Part 1 and Part 2.

The Preamble summaries the values and behaviour that all teachers must demonstrate throughout their careers. In Part 1 the 8 Teaching Standards are used to plan induction, promote professional dialogue and inform judgements about progress. Part 2 comprises the standards for Professional and Personal Conduct.

To complete induction successfully you must show by the end of it that you have met the standards.



TEACHERS STANDARDS

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - Establish a safe and stimulating environment for pupils, rooted in mutual respect
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. Promote good progress and outcomes by pupils
 - Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils; capabilities and their prior knowledge, and plan teaching to build on these
 - Guide pupils to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how pupils learning and how this impacts on teaching
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
 - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. Plan and teach well-structured lessons
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity
 - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - Reflect systematically on the effectiveness of lessons and approaches to teaching
 - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

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5. Adapt teaching to respond to the strengths and needs of all pupils
 - Know when and how to differentiate appropriate, using approaches which enable pupils to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
 - Give a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 6. Make accurate and productive use of assessment
 - Know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements
 - Make use of formative and summative assessment to secure pupils' progress
 - Use relevant data to monitor progress, set targets and plan subsequent lessons
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 7. Manage behaviour to ensure a good and safe learning environment
 - Have clear rules and routines for behaviour in classrooms, take responsibility for promoting good courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage classes effectively, using approaches which are appropriate to pupils'; needs in order to involve and motivate them
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
 8. Fulfil wider professional responsibilities
 - Make a positive contribution to the wider life and ethos of the school
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - Deploy support staff effectively
 - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague
 - Communicate effectively with parents with regard to pupils; achievement and well-being

Part Two: Personal and professional conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing tolerance and respect for the rights of others
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within the statutory frameworks which set out their professional duties and responsibilities.



THE NEWLY QUALIFIED TEACHER

As a Newly Qualified Teacher (NQT) you will have specific responsibilities in order for you to play an active role in the induction process you should

- Take part in planning your induction programme, including identifying and reviewing objectives
- Engage fully in the programme drawn up by the induction tutor that will include monitoring, support and assessment, take increasing responsibility for your professional development as the induction period progresses
- Be familiar with the Teachers' Standards, monitor your own work in relation to them and contribute to the collection of evidence towards your formal assessment;
- Raise any concerns you have about the content and/or delivery of your induction programme, initially using the school's internal procedures for raising professional concerns.
- If your concerns go beyond the school's systems or procedures, or you feel concerns have not been addressed, you can contact the designated HEP NQT Lead*.

*Fay Jackson– Tel 020 3967 5096

fay.jackson@haringeyeducationpartnership.co.uk



THE HEADTEACHER

The Headteacher has overall responsibility for induction

They need to:

- check that the NQT has been awarded QTS;
- notify the Appropriate Body (AB) when the NQT is taking up a post;
- designate an appropriately prepared and qualified teacher to take on the role of induction coordinator/mentor;
- ensure induction tutors are appropriately trained and fully prepared;
- ensure appropriate distribution of NQTs' 90% timetable and PPA time;
- ensure the induction programme takes into account the NQTs' Career Entry and Development Profile (CEDP)s and the Teachers' Standards. The NQT is provided with an appropriate induction programme, in line with national arrangements;
- make sure that any duties assigned to the NQT are reasonable
- in consultation with induction tutors, make arrangements for additional support and experience, as appropriate to NQTs' needs and the context of the school;
- take prompt and appropriate action when an NQT appears to be experiencing difficulties and inform the NQT, and the AB when an NQT is at risk of not meeting the Teachers' Standards at the earliest opportunity. Ensure concerns are addressed;
- ensure each report is electronically signed and submitted to the AB on NQT Manager by the required date;
- to make a recommendation to the AB based on rigorous and fair assessment procedures, as to whether the NQT has made sufficient progress towards meeting the induction standards, term 1 and 2;
- make a recommendation all standards have been met for the successful completion of the induction year term 3;
- keep the governing body informed about induction arrangements.



THE APPROPRIATE BODY (AB)

Haringey Education Partnership acts as the 'Appropriate Body' (AB)

They have a range of responsibilities.

HEP will:

- assure themselves that schools and governing bodies are capable of meeting the responsibilities for monitoring, support and assessment of NQTs;
- ensure that the monitoring, support and guidance procedures are in place, are fair and appropriate;
- ensure that the records and assessment reports are maintained;
- Identify a named contact on induction matters*, with whom issues about provision and or progress of an NQT may be raised where they cannot be satisfactorily resolved within the school. Supporting the school and the NQT;
- decide in the light of headteachers' recommendations whether NQTs have satisfactorily completed the induction period and inform all concerned of the decision. This may follow after convening a panel;
- appoint a named person** to whom appeals may be presented. If schools request, provide guidance, support and assistance matters related to induction.

*Fay Jackson fay.jackson@haringeyeducationpartnership.co.uk

**Chief Executive, HEP – James Page james.page@haringeyeducationpartnership.co.uk



THE GOVERNING BODY

The Governing Body of the school:

- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institutions agreed grievances procedures;
- may seek guidance from the AB about the induction arrangements and the roles and responsibilities of staff involved in the process;
- is informed of the progress and results of an NQT

THE INDUCTION TUTOR

Whilst the head teacher retains overall responsibility, tasks may be delegated to another person who takes on the role of induction tutor. In some schools (mainly primary) the head teacher retains the formal role of induction tutor and may assign to someone the role of mentor. This would entail someone acting as a “critical friend”, a sounding board, but without the responsibility of observing lessons, and conducting feedback and target setting sessions.

The specific responsibilities of an induction tutor are to:

- provide or co-ordinate, guidance and effective monitoring support including coaching and mentoring for the NQTs professional development
- draw up on and involve on the expertise of other staff to contribute to the induction programme;
- develop objectives initially from the Career Entry and Development Profile;
- work in consultation with the NQTs ensuring they are fully informed about the programme;
- undertake well-focused observation and provide constructive feedback;
- make rigorous and fair assessments of the NQT’s performance;
- inform the NQT during the professional review/assessment meeting, the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure good quality records are kept to inform *termly assessments;
- in consultation with the head teacher, make arrangements for additional support and experience, as necessary

*Once the forms have been completed the NQT should add their comments. They should be electronically signed by the induction tutor, headteacher and NQT. It should then be submitted on NQT Manager, to be verified by the AB NQT Induction lead

*First Assessment report due 14/12/2020

*Second assessment report due 24/03/2021

*Third assessment re report due 16/07/2021



THE NQT

The NQT should:

- provide evidence that you have QTS and are eligible to start induction
- meet with your induction tutor to discuss and agree priorities for your induction programme and keep these under review
- agree with your induction tutor how best to use your reduced timetable allowance
- provide evidence of your progress against the Teachers' Standards
- keep track of and participate effectively in the scheduled classroom observations, professional review meeting and formal assessment meetings;
- participate fully in the agreed monitoring and development programme take increasing responsibility for your own professional development
- read, electronically sign and comment on termly assessments forms as appropriate; retain electronic copies of all assessment forms;
- raise any concerns with your induction tutor as soon as possible
- agree with your induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part periods: and
- retain electronic copies of all assessment forms
- consult your AB named contact at an early stage if there are or may be difficulties in resolving issues in your school

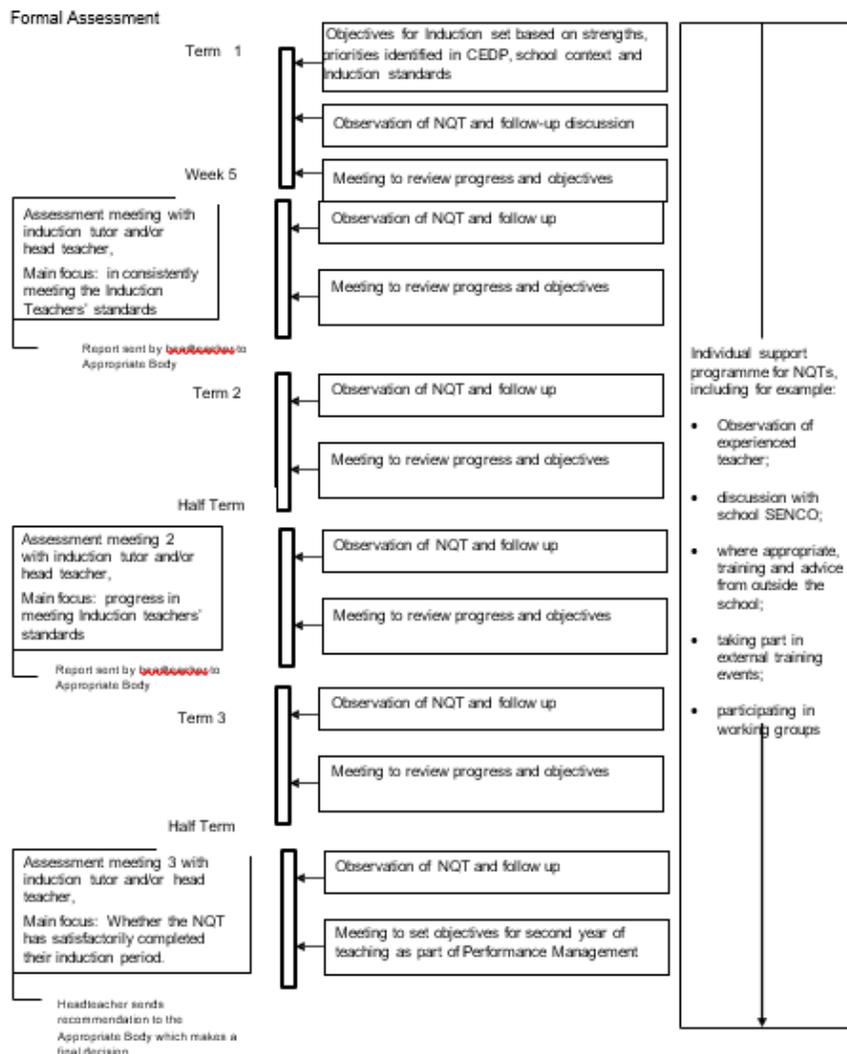
THE TEACHING REGULATION AGENCY (TRA)

The TRA will carry out specific duties on behalf of the Secretary of State including:

- hearing appeals: and
- ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed to satisfactorily to complete an induction period
- recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through their employment access Online service

OVERVIEW OF THE INDUCTION PROCESS

The timeline below indicates the key stages in the induction period





SECTION 3 PROFESSIONAL DEVELOPMENT

We begin the year with an initial social gathering, where you will be able to meet many of your NQT colleagues.

Tuesday 15th September

Welcome to Haringey

Haringey Education Partnership

Hornsey School for Girls

Inderwick Road

N8 9JF

4.30pm to 6.00pm



2020-2021 CPD PROGRAMME

All schools should provide organized programmes of school-based support to help NQTs meet the challenge of their first teaching role, and demonstrate the required professional standards for teachers.

The aim of the HEP NQT induction programme for 2020 -2021 is to work in partnership with schools, support the schools' induction arrangements and together support NQTs to achieve the required standards.

This year's NQT programme retains core elements of last year's programme the essentials of classroom and behaviour management, special educational needs, English as an additional language and managing other adults in your classroom. These areas will be considered within the context of the circumstances particular to Haringey. The remaining sessions include some additional elements and a focus on subject specific.

Sessions are delivered by experienced Haringey teachers, the LA SEND team, Anchor Approach team, external trainers, EAL Academy, Resonance – voice confidence, Chartwell Maths, and the Centre for Literacy in Primary Education.

There is no specific Early Years Foundation Stage (EYFS) offer for NQTs, the EYSF training offer deliver courses that will be pertinent for NQTs to attend. See the EYSF training offer.

All sessions take place on a **Wednesday**, the **autumn** term sessions will all be **virtual** note the times may vary with the end time. The venue for the spring and summer sessions will be at the HEP training room:

- **Hornsey School for Girls**
Inderwick Road
N8 9JF

For schools who do not purchase the HEP CPD offer, individual professional development sessions may be purchased separately.

Please note all sessions must be booked in advance.

Please note the session Teacher Talk with Confidence - 11 November has a maximum number of 15. If more register we will repeat the session.

If you require any further information please contact Fay Jackson

fay.jackson@haringeyeducationpartnership.co.uk

T: 020 3967 5096 M: 07887 248662

Term 1 (Autumn 2020)		
Date	Focus of the session	Time
30/09/20	<p>SEND - session 1/2</p> <p>Quality First Teaching – Meeting the needs of all pupils: Session 1. This interactive session will provide participants with a good understanding of the role of the class teacher in meeting the needs of the children in their class with special educational needs. NQTs will be introduced to the assess-plan-do-review cycle and how to assess the needs of particular children who may be underachieving. The session will explore the use of questioning as a technique to differentiate class teaching to enable all children to make progress</p>	9.30 – 11.30
07/10/20	<p>Behaviour Management</p> <p>This session will focus on the effect of an effective classroom. Supporting NQTs to successfully create a well-managed structured classroom environment so that learning occurs</p>	9.30 -11.00
14/10/20	<p>SEND - session 2/2</p> <p>Quality First Teaching – Meeting the needs of all pupils: Session 2. This session focuses on the plan-do stage of the assess-plan-do-review cycle and explores a wide range of inclusive teaching strategies which participants can use. There will be a particular focus on the teaching of vocabulary and the development of attention and listening skills</p>	9.30 -11.30
04/11/20	<p>Working with additional adults in the classroom</p> <p>This session will explore different ways to work with and use teaching assistants. Develop ideas for effective working relationships and how to manage difficult conversations</p>	9.30 –11.00
11/11/20	<p>Teacher talking – with confidence</p> <p>This session will focus on the need for dynamic relaxation – release tensions while maintaining energy.</p> <p>Breathing for sound.</p> <p>Vocal Support – using your core muscles to maintain vocal strength – the straw technique!</p> <p>Projection – how to send sound in a relaxed way Voice care management – do’s and don’ts of healthy voices</p>	9.30 -11.15
18/11/20	<p>Phonics</p> <p>This session will provide elements required to deliver good phonics teaching, to develop children’s phonological awareness, ability to segment and blend words and read sight words on sight</p>	9.30 -11.30

	<p>Phonics This session is for teachers in year 2.</p> <p>There will be a focus on the teaching of phonics with a particular emphasis on the expectations at the end of the year for year 2 children</p>	1.30 – 3.30
25/11/20	<p>The Computing Curriculum</p> <p>This session will provide an understanding of the Computing Curriculum and an overview of key (free) online and digital resources for schools and families including LGFL. It will also raise awareness of the E- Safety issues and what the key messages to pupils should be</p>	9.30 -11.00

Term 2 (Spring 2021)		
Date	Focus of the session	Time
13/01/21	<p>Writing</p> <p>This session will provide an overview of how to make writing accessible to children through modelling, using stimuli such as images. Looking at the different between modelled writing and shared writing and when best to plan for these</p>	9.00 -3.00
27/01/21	<p>Maths</p> <p>This session will focus on calculation from different perspectives incorporating the teaching of mental strategies, learning through misconceptions, developing maths across the curriculum</p>	9.00 -3.00
03/02/21	<p>EAL - session 1/2</p> <p>Over both sessions you will be exploring the full range of beginners in English - from those with no prior schooling to those with successful experience of education and strong literacy skills in their mother tongue - and more advanced EAL learners.</p> <p>Further details see Wednesday 10 March</p>	9.00 – 12.00
10/02/21	<p>Science</p> <p>This session will look at the science curriculum, and support with implementing practical science into teaching, and demonstrate how children can learn for themselves through enquiry activities</p>	9.00 -3.00
03/03/21	<p>Supporting the Emotional Behaviour and Learning Needs of Vulnerable Children</p>	9.00 -3.00



05/05/21	PE KS1 This session will provide the opportunity to observe a class of children; they will create a floor sequence and develop onto apparatus. Also an interactive session for attendees, focusing on specific games skills	9.00-3.00 Venue TBC
26/05/21	PE KS2 This session will provide the opportunity to observe a class of children; they will create a floor sequence and develop onto apparatus. Also an interactive session for attendees, focusing on specific games skills leading to team games	9.00-3.00 Venue TBC
16/06/21	Music This session will provide an opportunity to look at a series of warm-up activities which relate to music elements and show progression in KS1 and KS2	9.00-3.00

SECTION 4 ASSESSMENT REPORTS

GUIDANCE ON THE COMPLETION OF THE ASSESSMENT REPORTS

Assessment reports are completed online www.nqtmanager.com and are available for the mentor to start to populate 10 days before the due date of the assessment.

It is the responsibility of the AB to quality assure the assessment reports. Assessment reports must meet the following standards:

- Must be fair, provide sufficient description and relevant evidence on the progress that the NQT is making with the teacher standards
- Must be clear and well written
- All reports MUST include evidence real examples from the NQT practice for each standard
- Provide targets in all reports. In the final/third report this enables continued development
- The collection of the three reports should accurately and adequately demonstrate the progress that has been made from the start of the induction period to the completion
- NQTs should take the opportunity to provide some reflections on personal development as new teachers and the support received from the school. The NQT comments are important for the AB in terms of its quality assurance role
- All assessment reports require the digital signature of the NQT, headteacher/principal and mentor to be added when all in agreement with the report content, and then submitted to the AB

The correct assessment report must be completed:

- Term 1: Standard
- Term 2: Standard
- Term 3: Final

The 'interim' assessment report must be completed when an NQT leaves a post after completing one term or more in an institution.

Statutory Guidance



It is recommended that assessment reports are retained by both the institution and the AB for a minimum of six years. NQTs are advised to ensure they also have a digital signed copy on their own assessment reports.