

Supporting the induction process

TDA guidance for newly qualified teachers

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Introduction

A new framework of professional standards for teachers will come into effect from September 2007. This includes standards for induction, which a newly qualified teacher (NQT) will be required to meet fully by the end of their induction period. These standards are known as the core standards in the framework.

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 on what you achieved during your initial teacher training; the standards reflect the progression and characteristics expected of you as you begin to work more confidently and independently as a teacher.

As an NQT, you are entitled to:

- a reduction of 10 per cent in your teaching timetable in relation to the other teachers in your school. This is in addition to the guaranteed minimum 10 per cent timetabled teaching time for planning, preparation and assessment (PPA) time that all teachers receive
- an individual programme of monitoring and support, which includes sustained and relevant professional development opportunities
- the support of an induction tutor in school who will work with you to provide support, review your progress towards meeting the standards, set objectives, and plan and monitor development opportunities.

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

Using this guidance

The guidance is arranged thematically, grouping together standards that have a natural relationship, and is designed – along with your career entry and development profile – to help you:

- review progress on how you are meeting the standards, and
- identify your professional development needs and priorities, including what further experience, monitoring and support you would find helpful.

For each themed group of standards the guidance sets out a rationale statement and examples of some aspects of practice that the standards might include. **It is not intended to be a checklist of what you must do or know to meet each standard or criterion for assessment.** Under normal circumstances, your work as a teacher and ongoing professional dialogue as part of your monitoring and support programme will provide evidence in relation to meeting the standards. **You will not be expected to maintain an additional evidence base.**

To help you reflect on your practice and identify any monitoring, support or professional development needs, the guidance also includes some questions designed to act as prompts for discussion with your induction tutor or other colleagues involved in your support and monitoring.

Notes

SECTION 1

**Developing professional
and constructive
relationships**

Rationale

The education and well-being of children and young people increasingly involves groups of teachers, support staff and other professionals working in schools and across a range of children's services to support learners to fulfil their educational potential, develop positive values and attitudes and become confident, contributing members of society. The learning and development needs of all children and young people are better met when teachers develop constructive, respectful relationships with colleagues, learners and their parents or carers, founded on effective and considered communication, collaboration and high expectations of all.

Standards

- C1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- C4 (a)** Communicate effectively with children, young people and colleagues.
- (b)** Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c)** Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- C6** Have a commitment to collaboration and co-operative working where appropriate.
- C38 (a)** Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (b)** Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- C39** Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- C40** Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- C41** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Scope

Education involves a multifaceted partnership between schools, the workforce, parents, carers and other agencies working within and beyond school. These standards are about developing and building professional relationships and how effective communication is used in these relationships to support teachers' work.

For example, aspects of practice covered by these standards might include:

- using a variety of techniques and strategies to develop learners' confidence and trust
- developing activities that promote and develop learners' social, emotional and behavioural skills
- using different strategies of communication (informal and formal) appropriate to the audience that take account of culture, context and linguistic differences
- taking opportunities to communicate with parents and colleagues, in and out of the classroom, and to establish relationships with them which encourage discussions about common issues relating to learners and provide relevant and concise information about their progress, development and well-being
- implementing working protocols and engaging in collaborative working such as team teaching, linking with specialist teachers who work with children with special educational needs or disabilities, or with those involved in implementing the Every Child Matters agenda, both in and beyond school
- developing your knowledge about when and how to refer issues about learners' behaviour to others within the school
- planning and implementing aspects of support work, guiding and/or directing the work of others.

Questions

Prompt questions which can be used for discussion with your induction tutor:

What support and guidance have you received in developing constructive relationships with learners, parents and colleagues?

What opportunities have you had to develop and promote positive behaviour, attitudes and values through your teaching?

To what extent have your colleagues involved you in the planning of parents evenings?

What guidance and/or opportunities have you been offered in your school to help you work collaboratively with other professionals?

What additional support or guidance do you feel you need to ensure your planning takes account of the roles of colleagues?

Notes

SECTION 2

Working within the law and frameworks

Rationale

Teachers have legal obligations, rights and contractual entitlements as employees to work within the law and frameworks in order to protect and safeguard the rights and well-being of learners and colleagues.

Legislation, statutory and non-statutory frameworks exist to ensure not only that all children and young people receive their educational entitlement but also to protect and safeguard their well-being, both in school and beyond.

Standards

C3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/ curriculum areas and other relevant initiatives across the age and ability range they teach.

C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

C23 Know the local arrangements concerning the safeguarding of children and young people.

C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.

C37 (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

Scope

These standards are about ensuring that teachers have a working knowledge and understanding of what the law and frameworks say, how they are to be implemented or complied with, and what expectations they place on you as a teacher.

For example, aspects of practice covered by these standards might include:

- taking the initiative to find out about relevant workplace policies and practices and current legislation concerning the rights of children
- taking opportunities, for instance in staff, team or departmental meetings, to contribute to discussions about the development of any new policies or practices governing the teaching profession and the workplace and implementing them
- showing an awareness of the relevant statutory and non-statutory curricula and frameworks in your planning and teaching
- developing your understanding of your responsibilities in relation to the health, well-being and safety of children and young people
- developing your knowledge of how and when to access appropriate information regarding safeguarding using the experience and expertise of key personnel
- making judgements, with support, about how to act to safeguard a child or young person and making appropriate use of the local safeguarding arrangements such as the Local Safeguarding Children Board or other agencies with responsibility for child welfare
- developing your knowledge about your school policy and guidance about how to recognise children who may be at risk of neglect or abuse and taking steps to increase your awareness of the different forms and extent of child abuse, including physical, emotional and sexual abuse.

Questions

Prompt questions which can be used for discussion with your induction tutor:

What opportunities are there for you to keep up to date with the latest statutory requirements for your subject and/or curriculum area?

What information and briefings have you received on the current legal requirements and local arrangements for safeguarding children and young people and implications for your practice?

What information have you received about when and whom to consult regarding matters of safeguarding?

How confident are you about how you can ensure your learners are safe and that health and safety regulations are complied with?

What additional support or guidance do you feel you need?

Notes

The background of the page is a close-up, low-angle shot of a red chair with a modern, curved design. The chair's legs and seat are visible, creating a sense of depth and perspective. A semi-transparent green box is overlaid on the top left corner, containing the text.

SECTION 3

Professional knowledge and understanding

i Pedagogic practice

ii Promoting children and young
people's development and well-being

i Pedagogic practice

Rationale

All children and young people, irrespective of background and ability, have a right to receive support, guidance and challenge tailored to their specific needs and abilities. Teachers will be more able to respond to the individual needs of learners, enabling them to make better progress, if they have an understanding and knowledge of how attainment can be raised and the many factors that influence children and young people's well-being, development and ability to learn.

Standards

C10 Have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

C11 Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

C12 Know a range of approaches to assessment, including the importance of formative assessment.

C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

C19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Scope

These standards are concerned with how you gain and demonstrate the knowledge and understanding required to carry out the many activities involved in effective teaching. They are closely related to those on planning, teaching and assessment in section four.

For example, aspects of practice covered by these standards might include:

- developing an awareness and understanding of strategies that ensure personalised learning and knowing what resources exist in your school to make personalised provision for learners such as the gifted and talented, those with special educational needs, disabilities or those for whom English is an additional language
- developing and using a range of strategies to manage behaviour and create a positive, calm and purposeful learning environment
- finding out what statistical information is available in school and how it is used by your colleagues
- developing knowledge about how and where to access information in order to advise learners about their attainment, current progress and areas for improvement
- developing your understanding of how different types of assessment can be used to identify personal learning needs
- taking steps to ensure that you maintain and update your subjects/curriculum area knowledge
- identifying and knowing where you can make effective use of your ICT skills in your teaching and wider professional activities
- understanding how you can promote the principles of inclusion and equal opportunity.

Questions

Prompt questions which can be used for discussion with your induction tutor:

From whom can you seek support, where appropriate, to help you implement and keep up to date with current assessment policies and practices?

Where can you find out about behaviour management strategies and any specific issues concerning behaviour in your school?

How can you develop your knowledge and understanding about the assessment requirements and expectations of learners in the age range above and below that which you teach?

Are there any aspects of your professional activities which you believe could be improved through better knowledge and use of personal literacy, numeracy or ICT skills?

What teaching resources that reflect cultural diversity have been made available to you, and what opportunities have you taken to apply them? What additional support or guidance do you feel you need?

ii Promoting children and young people's development and well-being

Rationale

All children and young people, irrespective of background and ability, have a right to receive support, guidance and challenge tailored to their specific needs and abilities. Teachers will be more able to respond to the individual needs of learners, enabling them to make better progress, if they have an understanding and knowledge of how attainment can be raised and the many factors that influence children and young people's well-being, development and ability to learn.

Standards

C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C18 Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

C25 Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Scope

This group of standards demonstrates the need for teachers' practice to be informed by an awareness of the factors that can contribute to under-achievement and an understanding of how children and young people's development and well-being can be promoted through the use of various strategies and collaborative approaches.

For example, aspects of practice covered by these standards might include:

- developing a general knowledge and understanding of the range of agencies, organisations and colleagues working with learners, both inside and outside school, so that you know when, how and who to ask for advice, support or information
- developing your awareness of your responsibilities regarding confidentiality and sharing information, and when and how information about an individual child or young person should be shared with others and the actions to take
- developing your knowledge about how to respond to concerns about a child or young person's development
- using knowledge obtained from others about learners' development and well-being to inform your own planning and practice.

Questions

Prompt questions which can be used for discussion with your induction tutor:

Are there opportunities for you to involve parents and carers in discussions about a child's or young person's development and well-being and how can you use these effectively?

Have you been made aware of who you would need to ask for help in dealing with concerns about a child's or young person's development and well-being?

Are you kept fully informed of the range of other colleagues' responsibilities covered by these standards and the role they have in supporting your pupils' learning (for example, SENCOs, inclusion managers, gifted and talented leading teachers, child care workers, health service professionals, language assistants)?

Have you been briefed about the local protocols for information sharing?

What additional support or guidance do you feel you need?

Notes



SECTION 4

Professional skills

- i Planning and assessment
- ii Teaching

i Planning and assessment

Rationale

Learners will make better progress towards achieving learning objectives when they are encouraged to reflect on and develop a sense of ownership of their own learning and given feedback that accurately identifies what they have or have not understood.

Teaching needs to be based on effective planning which takes account of assessment evidence about learners' progress and prior attainment, and uses this to set meaningful and achievable learning objectives which allow learners to build on and strengthen what they have previously learnt.

Standards

C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/ curriculum knowledge.

C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

C33 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Scope

These standards are closely linked to those in section three and are concerned with applying knowledge and understanding in planning, teaching and assessment, and using a range of teaching and learning strategies to support learning.

For example, aspects of practice covered by these standards might include:

- planning lessons that make progressively challenging demands on all learners and have clear, specific and achievable learning objectives that take into account prior attainment as well as expectations in the next key stage
- explaining confidently the purpose of a lesson and its learning objectives, supporting learners' understanding of this through the use of questioning and relevant tasks which reinforce lesson objectives
- planning lessons, homework and other out-of-class assignments and activities which allow learners to choose, use and apply skills they have acquired within lessons, for example in literacy, numeracy and ICT
- using information from monitoring and assessment to set targets for progression and improvement in meeting learners' needs
- using your knowledge and understanding of your subject/curriculum area to stimulate and challenge learners
- adapting your teaching style where necessary to accommodate and recognise diversity and pupils' different learning needs
- using a range of resources to make personalised provision for learners, such as gifted and talented pupils, or those with special educational needs or disabilities
- managing physical and human resources to support learners and learning objectives
- helping learners to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on
- discussing teaching and learning with learners themselves, their parents or carers, and colleagues and using their feedback to help you develop your teaching plans.

ii Teaching

Rationale

Learners will make better progress towards achieving learning objectives when they are encouraged to reflect on and develop a sense of ownership of their own learning and given feedback that accurately identifies what they have or have not understood.

Teaching needs to be based on effective planning which takes account of assessment evidence about learners' progress and prior attainment, and uses this to set meaningful and achievable learning objectives which allow learners to build on and strengthen what they have previously learnt.

Standards

C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement, and plan future teaching.

C37 (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

Scope

These standards are closely linked to those in section three and are concerned with applying knowledge and understanding in planning, teaching and assessment, and using a range of teaching and learning strategies to support learning.

For example, aspects of practice covered by these standards might include:

- planning lessons that make progressively challenging demands on all learners and have clear, specific and achievable learning objectives that take into account prior attainment as well as expectations in the next key stage
- explaining confidently the purpose of a lesson and its learning objectives, supporting learners' understanding of this through the use of questioning and relevant tasks which reinforce lesson objectives
- planning lessons, homework and other out-of-class assignments and activities which allow learners to choose, use and apply skills they have acquired within lessons, for example in literacy, numeracy and ICT
- using information from monitoring and assessment to set targets for progression and improvement in meeting learners' needs
- using your knowledge and understanding of your subject/curriculum area to stimulate and challenge learners
- adapting your teaching style where necessary to accommodate and recognise diversity and pupils' different learning needs
- using a range of resources to make personalised provision for learners, such as gifted and talented pupils, or those with special educational needs or disabilities
- managing physical and human resources to support learners and learning objectives
- helping learners to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on
- discussing teaching and learning with learners themselves, their parents or carers, and colleagues and using their feedback to help you develop your teaching plans.

i Planning and assessment

ii Teaching

Questions

Prompt questions which can be used for discussion with your induction tutor:

What preparation and support have you been offered to guide you in planning your lessons or, where applicable, out-of-school learning activities?

What opportunities have you had to be involved in out-of-school learning?

Have you been informed of the different observation, assessment, monitoring and recording strategies used in your school?

What support have you had to use assessment data and other evidence about learners' past achievements to set challenging learning objectives and enable learners to identify the progress they have made and what they have to do to improve?

Have you been supported in taking opportunities such as parents evenings to discuss learners' targets and learning objectives, and to engage parents and carers in their children's learning?

Have you been made aware of the school's policy on homework and its implications for your practice?

How have you been helped to use resources in lessons which take practical account of diversity to meet learners' needs and promote equality and inclusion?

Have you been made aware of the range of strategies used in your school to engage and motivate different groups of learners?

What additional support or guidance do you feel you need?

Notes

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SECTION 5

Developing practice

Rationale

Reviewing, identifying and implementing ways in which practice can develop and become more effective will have a greater impact on children and young people's learning, attainment and well-being, and the outcomes of reviews will form the basis for improving teaching and learning. As part of this review cycle, teachers have a responsibility to take an active part in identifying and reviewing their own performance and professional development needs so that they can develop their practice and improve their effectiveness through adopting critically evaluated ideas and approaches and sharing and adapting effective practice.

Standards

C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.

C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

C9 Act upon advice and feedback and be open to coaching and mentoring.

C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

Scope

These standards are about how you review the effectiveness of your teaching and its impact on learners and steps you might take to improve your effectiveness.

For example, aspects of practice covered by these standards might include:

- using your induction entitlement to a 10 per cent reduced teaching timetable to engage in professional development opportunities and activities
- taking opportunities to engage with coaching and mentoring, reflecting with others about your own progress against your identified development needs and the needs of learners
- seeking evidence about improvements to learning, teaching and children and young people's development and well-being from a variety of sources such as recent and relevant research and the practice of other colleagues, in school and beyond
- applying constructive criticism to new ideas, research and approaches and contributing to change and innovation by taking informed risks to promote and adopt them
- discussing with learners themselves, parents, carers and colleagues issues concerning their well-being, progress and attainment
- using assessment to monitor learners' work and progress and taking appropriate steps to refine your teaching approach and/or modify planning as required.

Questions

Prompt questions which can be used for discussion with your induction tutor:

How have you been supported in identifying your professional development needs?

How have your professional development needs been responded to in your school?

Have you been given any suggestions or guidance on how to make best use of your induction entitlement of a 10 per cent reduced teaching timetable and how have you applied any such advice?

What feedback, new ideas and suggestions have you received from coaches, mentors and others and how has this made a difference to your practice?

What difference has your professional development made to your practice?

What additional support or guidance do you feel you need?

Notes

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Notes

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