



# Guidance

## Information for schools and newly qualified teachers (NQTs) preparing for NQT induction from September 2020

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The outbreak of coronavirus (COVID-19), and subsequent school closures, have had an impact on initial teacher training (ITT) this year.

This year, ITT providers are able to make judgements on trainees based on assessments already completed, and each trainee's current trajectory of progress towards meeting the teachers' standards, in order to recommend trainees for the award of Qualified Teacher Status (QTS). The 2019 trainee cohort have demonstrated flexibility and resilience in the unique circumstances caused by the outbreak. They have skills and experience that will be invaluable to schools as they become newly qualified teachers (NQTs) in the new academic year.

The information on this page clarifies the expectations of schools and further education colleges when supporting the 2020 to 2021 NQT cohort. It is based on user research that we carried out in April 2020.

This research was carried out to support policy makers to:

- build understanding of the immediate challenges experienced by 2019 trainees, schools, and ITT partnerships due to coronavirus (COVID-19)
- build understanding of ITT partnerships' and schools' plans to support this cohort
- explore how user needs may vary in future scenarios
- rapidly test interventions to meet user needs and address challenges

This information is aimed at:

- 2020 to 2021 NQTs
- induction tutors and NQT mentors preparing for the new academic year
- ITT providers and their partner schools and colleges

It applies to:

- all schools (including sixth form and boarding schools)
- further education (FE) colleges

Due to the timing of the coronavirus (COVID-19) outbreak, all 2019 trainee teachers will have had unique training experiences. Many trainees have had extra opportunities over this time, including:

- remote teaching practice
- additional time to deepen their subject knowledge through remote study
- engagement with further training online

As with all early career teachers, each individual will need different levels of support to develop their professional practice and confidence in the classroom.

Schools and colleges are to reopen in full in September 2020. Detailed plans have been unveiled for all children and young people to [return to full-time education from September 2020](#).

## Information for newly qualified teachers (NQTs)

### Support entitlements for NQTs

The [statutory guidance on NQT inductions](#) sets out the full details of what is expected of NQTs and schools for induction arrangements.

We have also published guidance on changes to the [induction for NQTs during the coronavirus \(COVID-19\) outbreak](#).

NQTs are entitled to:

- support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively
- a reduced timetable to enable them to undertake activities in their induction programme
- observation of the NQT's teaching and follow-up discussion
- regular professional reviews of progress
- NQTs' observation of experienced teachers

NQTs work with their induction tutor or mentor to agree how best to use their reduced timetable. This could include using this time to:

- meet with their NQT mentor
- observe other teachers in a classroom setting
- take part in continuous professional development, including subject specific
- engage with parents and carers
- work with more experienced teachers

The early roll-out of the [Early Career Framework \(ECF\) reforms](#) will take place as planned from Autumn 2020, with national roll-out taking place from September 2021. As part of early roll-out, eligible schools in the North East, Greater Manchester, Bradford and Doncaster will have access to a funded 2-year package of structured support for their early career teachers, alongside funded time away from the classroom in the second year of teaching, and support for mentors. This follows on from the 10% off timetable that NQTs currently receive in their first year.

To help support 2020 to 2021 NQTs, we will fund a one-year version of the structured support offered in early roll-out for around 3,000 more early career teachers with a focus on schools serving disadvantaged communities. Early roll-out partnerships will be contacting schools if they are able to access this support.

The high-quality training materials developed for the ECF reforms will also be published in September 2020, to ensure as many schools as possible have access to the necessary resources to introduce their own programme of support and development for NQTs.

### Identify strengths and needs

NQTs might find it helpful to spend time before September 2020 identifying their professional strengths, and any gaps where they feel they may need extra support. Consider doing this with the support of an ITT tutor, induction tutor or NQT mentor.

NQTs may wish to be proactive and have honest, open conversations with their school before September 2020 if possible. Doing this will help schools to support NQTs more effectively and make the most of ITT handovers before NQTs start their new roles.

Schools understand that initial teacher training was disrupted this year, and they will want to do what they can to help new teachers feel confident in the classroom.

### Ask the school for information

It may be possible to have an early engagement (before September 2020) to find out more about the school, the mentor offer, the staff, and pupils.

Depending on capacity, information that's shared early could cover:

- the school's vision, mission and ethos
- staff biographies and organisation chart
- points of contact
- policies and processes
- digital tools and computer systems
- safeguarding requirements
- preferred textbooks
- schemes of work
- a map of the school

It may also cover how the school is planning to welcome back all children this autumn, including:

- maintaining social distancing
- managing gaps in learning
- pupils' emotional wellbeing upon return to school
- localised outbreak plans

## Information for schools and further education colleges

Schools will be aware that 2019 trainees completed their training in unique circumstances and are planning suitable monitoring and support programmes for 2020 to 2021 NQTs.

Helping NQTs to settle in quickly will be beneficial to support the capacity of the whole school. If NQTs start the year with more support, they will be able to build confidence and experience quickly, becoming an invaluable part of school life and remaining in the profession.

Mentoring is even more important for the development of this cohort of NQTs. Statutory induction guidance states that the induction tutor (or the headteacher/principal if carrying out this role) should provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development.

The [statutory guidance on NQT inductions](#) sets out the full details of what is expected of NQTs and schools for induction arrangements. Read the guidance on [induction for NQTs during the coronavirus \(COVID-19\) outbreak](#).

NQTs are entitled to:

- support and guidance from a designated induction tutor who holds QTS (at primary or secondary level) and has the time and experience to carry out the role effectively
- a reduced timetable to enable them to undertake activities in their induction programme
- observation of the NQT's teaching and follow-up discussion
- regular professional reviews of progress
- NQTs' observation of experienced teachers

Schools may be able to, depending on capacity:

- take up the offer of or request a more detailed handover from the ITT partnership
- facilitate early engagement with NQTs
- reduce NQT timetables by more than 10%

### Take up the offer of a detailed handover from ITT partnerships

This can support a more detailed induction programme plan for the NQT when they meet their NQT mentor.

### Facilitate early engagement with NQTs

Early engagement is working well for some schools. It is a good way for NQTs to get a head start on understanding arrangements for September 2020.

Even if schools are not able to facilitate early engagement, our research suggested that activities such as sending information about the school would be very useful for NQTs.

Prospective NQTs may find it useful to have this information as early as possible:

- the school's vision, mission, and ethos
- staff biographies and organisation chart
- points of contact and contact details
- policies and processes
- digital tools and computer systems
- safeguarding requirements
- preferred textbooks
- schemes of work
- a map of the school
- information on how the school will maintain social distancing
- details of support available for NQTs

### Reducing NQT timetables

Some schools may be able to reduce NQT timetables by more than 10%, to further support the transition from training to NQT induction. This will depend on their capacity and resources. It is for each school to ensure an appropriate and personalised induction programme is in place, with a timetable that meets NQTs' development needs.

Induction tutors or mentors work with their NQTs to agree how best to use their reduced timetable. Each NQT will have had different training experiences, so the use of this time should be designed to meet their individual professional development needs.

Depending on the circumstances of each school, this could look like:

- spending time with their NQT mentor
- a day a week off-timetable
- up to 25% off-timetable
- an initial reduction, with a gradual increase in teaching hours
- team teaching with more experienced teachers

Schools must make sure they provide NQTs with the necessary employment tasks, experience, and support to enable them to demonstrate satisfactory performance against the 12 relevant standards throughout and by the end of the induction period.

Some schools may be able to provide further flexibility around duties assigned to NQTs. This could include an initial reduction of NQT time spent with a form group, covering lessons for other teachers, running extra-curricular activities, or taking on break duties.

This will depend on the capacity of the school and should be agreed with each individual NQT according to their capacity. We recognise that these duties are an integral part of being a fully qualified teacher and help to embed teachers into the life of the school, following their disrupted training. Statutory induction guidance states that a suitable induction post must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

### Wellbeing and workload

We have published advice for school leaders and staff who support early career teachers to help reduce their workload:

- [supporting early career teachers: reducing teacher workload](#)
- [workload reduction toolkit](#)

Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens.

The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

### Further sources of information

Find more information to support NQTs at:

- [Surrey South Farnham SCITT blog](#)
- Teacher Development Trust's blog post on [supporting newly qualified teachers](#)
- [How can schools support NQTs during/after lockdown?](#) webinar from the Teacher Development Trust
- Teacher Development Trust's [pre-recorded continuous professional development sessions](#)
- [MindEd Learning platform for professionals](#)
- [Oak National Academy](#) for lesson plans and resources to help with home learning
- GOV.UK for guidance on [choosing a provider for the early roll out support package](#), which contains information on how school leaders can help develop early career teachers

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## Coronavirus (COVID-19) The UK has left the EU

[Coronavirus \(COVID-19\): guidance and support](#) [Get ready for new rules in January 2021](#)

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