

GUIDANCE FOR NEWLY QUALIFIED TEACHERS ON THE USE OF THE TEACHERS' STANDARDS IN INDUCTION

ABOUT THIS GUIDANCE

This guidance is intended to support Newly Qualified Teachers (NQTs) in England in the use of the Teachers' Standards in to assess their progress and performance at the end of the statutory period of induction. The guidance contains information about:

- the legal status of the Teachers' Standards in the context of statutory induction;
- approaches to the use of the Teachers' Standards in the assessment of NQTs' practice that reflects their status as qualified professional practitioners;
- important overarching principles that should inform use of the Teachers' Standards in practice; and
- acceptable use of the Standards in supporting professional discussion about the progress of NQTs towards successful completion of induction.

The information and advice set out in this guidance will help NQTs to secure their legitimate professional rights and entitlements on an informed and constructive basis by providing a means by which they can review their progress towards meeting the level of performance required to complete induction successfully. This guidance will also assist in identifying NQTs professional development needs and priorities, including any additional

experience, monitoring and support required to enable them to make the progress expected. Use of this advice will therefore help to ensure that NQTs are able to engage in meaningful professional dialogue about your induction with others and, as a result, to assert your legitimate professional expectations confidently.

It is important to note that this guidance is relevant specifically to the induction of NQTs. The NASUWT has produced separate advice and information on the use of the Teachers' Standards for other teachers. This can be viewed and downloaded at www.nasuwt.org.uk.

THE STATUS OF THE TEACHERS' STANDARDS

The Teachers' Standards must, by law, be used to assess NQTs performance at the end of the induction period. The Statutory Guidance on Induction published by the Department for Education (DfE) confirms that the decision about whether an NQT's performance has reached the level required to complete induction should take into account the context within which NQTs work and must be made on the basis of what can reasonably be expected of an NQT by the end of their induction period.¹ The Statutory Guidance makes clear that a key objective of induction is to enable NQTs to demonstrate their ability to meet the Teachers' Standards consistently over a sustained period of professional practice. The current Teachers' Standards are appended to this guidance.

While the Teachers' Standards are constituted on a statutory basis, it is important for protocols in schools to recognise explicitly that they do not replace or override teachers' other key contractual and statutory rights. In particular, the Teachers Standards do not replace the professional duties and

¹ Department for Education (DfE) (2012). *Induction for Newly Qualified Teachers (England). Statutory guidance for appropriate bodies, head teachers, school staff and governing bodies.* (<https://www.education.gov.uk/publications/eOrderingDownload/statutory%20guidance%20for%20the%20induction%20of%20nqts%20england%20september%202012.pdf>), retrieved on 31/08/12.

responsibilities set out in the School Teachers' Pay and Conditions Document (STPCD). The Teachers' Standards are not a contract of employment or a job description.

It is important to note that nothing in the teachers' standards militates against the right of teachers and school leaders to take lawful industrial action.

THE STRUCTURE, CONTENT AND APPLICATION OF THE TEACHERS' STANDARDS

The Teachers' Standards are organised into three main sections.

Part One is comprised of eight Standards that relate to teaching.

Part Two sets out the Standard for professional and personal conduct.

The Preamble to Part One and Part Two seeks to summarise the '*values and behaviour that all teachers must demonstrate throughout their careers*' but is not intended to be interpreted as an additional discrete Standard.²

Each Standard in Part One is accompanied by a number of bulleted sub-headings. However, the DfE has made clear that these sub-headings do not constitute Standards in their own right. The sub-headings merely seek to 'amplify' the standards and provide contextual information to support the interpretation of the Standards in circumstances where their use may be mandatory.³ There is therefore no statutory or legal requirement for NQTs' performance to be evaluated with reference to the aspects of professional practice described in the sub-headings.

² DfE (2012) *Teachers' Standards*.
(<https://www.education.gov.uk/publications/standard/SchoolsSO/Page1/DFE-00066-2011>);
retrieved on 23/08/12.

³ DfE (2012). *Teachers' Standards: Myths and Facts*.
(<http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20myths%20and%20ofacts.pdf>);
retrieved on 23/08/12.

The Statutory Guidance on the Teachers' Standards makes clear that it is not appropriate to substitute additional descriptors for the wording used in the Standards.⁴ Schools should, therefore, neither seek to augment the Teachers' Standards nor to add additional requirements beyond those set out in the statutory version of the Standards published by the DfE.

In particular, the NASUWT is aware that some schools have been advised to make use of the joint Universities Council for the Education of Teachers (UCET)/National Association of School Based Teacher Trainers (NASBTT) criteria for assessing teacher in training for the purposes of NQT assessment. The UCET/NASBTT criteria attempt to set out typical characteristics that might be expected of candidates for Qualified Teacher Status (QTS) at the end of their initial teacher training (ITT) and are available to view online at <http://goo.gl/slhMr>. While the UCET/NASBTT criteria can be helpful to NQTs in supporting reflection on their professional practice, it is important to note that their use as assessment criteria for induction has not been sanctioned by the DfE and they must, therefore, not be used for this purpose.

Advice and guidance should be sought from the NASUWT if you believe that the UCET/NASBTT criteria, or any other criteria, are being used inappropriately in the assessment of your performance.

EQUAL OPPORTUNITIES

Schools are under a legal responsibility to ensure that they apply the Teachers' Standards in a way that does not discriminate unlawfully on the grounds of sex, race, disability, age, religion or belief, sexual orientation, part-time working, fixed-term contract or trade union activities. Schools must also demonstrate how they promote equality of opportunity with regard to their use of the Teachers' Standards.

⁴ DfE (2012). *Teachers' Standards: Myths and Facts*.

In particular, schools are required to ensure that assessment of the progress and performance of NQTs makes use of the Teachers' Standards in a way that is transparent, consistent and permits an objective evaluation of NQTs' skills, knowledge and professional understanding. Application of the approach to the use of the Standards described in this guidance will contribute to the maintenance of effective equalities practice in relation to induction.

RESPECTING YOUR RIGHTS, ENTITLEMENTS AND PROFESSIONALISM

The Teachers' Standards attempt to describe what NQTs will be expected to know, understand and be able to do in order to complete induction successfully. Induction is, therefore, most appropriately regarded as process by which NQTs are given the opportunity to build on the skills and understanding developed during their initial training.

It is important that a NQT's experience of induction provides them with an opportunity to become fully aware of the full range of their professional responsibilities as a practicing qualified teacher. However, it is equally critical that in order to be able to discharge these responsibilities and to meet the level of performance required for the successful completion of induction, arrangements are in place ensure that NQTs' statutory and professional rights and entitlements are respected on a consistent and effective basis.

Key NQTs rights and entitlements include:

- a reduced timetable of no more than 90% of the timetable of other main scale teachers in the school in addition to the right of all teachers covered by the terms of the School Teachers Pay and Conditions Document (STPCD) to a minimum of 10% of timetabled teaching time for planning, preparation and assessment (PPA);

- an individual programme of monitoring and support, which includes sustained and relevant professional development opportunities; and
- effective access an in-school induction tutor to provide you with support in reviewing your progress towards meeting the Teacher Standards, establishing objectives and planning and monitoring development opportunities.

More information about your rights and entitlements can also be found in the new teachers' section of the NASUWT website at www.nasuwt.org.uk.

It is essential that NQTs are clear at all times during the course of their induction that they are benefitting from all of their contractual and statutory rights. NQTs should raise any concerns they may have in this regard with their induction tutor or mentor, seeking the support and advice of the NASUWT Representative if necessary. If it is not possible to resolve the concerns at school level, contact should be made with the NASUWT Local Association, National Executive Member or Regional Centre. Contact details for NASUWT Regional Centres are appended to this guidance.

The NASUWT is clear that as qualified teachers, all NQTs must be treated professionally during the course of their induction. As a result, they should be involved actively in all relevant discussions about their progress and development with their mentor, line manager or headteacher and have their views taken into effective account in relation to any decisions that affect them.

DEMONSTRATING PROGRESS TOWARDS THE TEACHERS' STANDARDS

It is important to note that an NQT's work as a practitioner and the ongoing professional dialogue they are entitled to as part of an effective monitoring and support programme will provide sufficient evidence of progress towards

meeting the Teachers' Standards. NQTs should not, therefore, be required to compile an additional evidence base in order to support assessment of their practice during the course of their induction.

Nevertheless, as part of the process of self-review and to support professional dialogue with others about progress, NQTs may wish to consider keeping a profile of their achievements.

Given that professional reflection is a highly personalised process and depends to a significant extent on the circumstances and preferences of individual teachers, NQTs are encouraged to develop their own format for recording the outcomes of their ongoing review of their professional practice.

The information in this guidance should provide helpful starting points to assist personal reflection on practice in the context of the Teachers' Standards.

Further information on effective approaches to self-review and evaluation can be found in the *Induction Planner* publication which has been distributed to all NQT members of the NASUWT.

POINTS FOR REFLECTION AND DISCUSSION ON THE TEACHERS' STANDARDS

Set out below are suggested points for reflection for each of the Teachers' Standards that can be used to aid the process of self-review and to assist an NQT's engagement with mentors and other relevant colleagues about their progress and achievements. This material is also complemented by questions that can be used to identify your monitoring, support and professional development needs.

PART ONE: TEACHING

1. A teacher must set high expectations which inspire, motivate and challenge pupils.

Points for reflection

This Standard relates to the educational environment and context that teachers create in order to ensure that pupils are able to take responsibility for their own learning and are able to achieve the levels of progress and attainment of which they are capable. It incorporates key issues of practice including the expectations made of pupils about their learning and the extent to which pupils are encouraged to participate in classroom activities.

Aspects of practice covered by this Standard include:

- using a variety of techniques and strategies to develop pupils' confidence and trust;
- developing an understanding of teachers' responsibilities in relation to the health, wellbeing and safety of children and young people;
- using your knowledge and understanding of your subject/curriculum area to stimulate and challenge learners;
- making use of subject or curriculum knowledge and understanding to challenge and stimulate learners; and
- planning lessons that make progressively challenging demands on all pupils and have clear, specific and achievable learning objectives that take into account prior attainment as well as expectations in the next Key Stage.

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- What opportunities have you had to develop and promote positive behaviour, attitudes and values through your teaching?
- What opportunities are there for you to keep up to date with the latest statutory requirements for your subject and/or curriculum area?
- How confident are you about the ways in which you might reasonably contribute to work to ensure that the pupils for whom you are responsible are safe and that health and safety regulations are complied with?
- What additional support or guidance do you feel you need?

2. A teacher must promote good progress and outcomes by pupils

Points for reflection

This Standard involves elements of pedagogy focused on understanding and knowledge of the ways in which pupils' performance can be sustained and enhanced and the factors that can influence their development and ability to learn.

Aspects of practice covered by this Standard include:

- helping pupils to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on;
- communicating with pupils, parents and colleagues on issues related to educational progress and attainment;
- developing and maintaining up to date knowledge and understanding of an appropriate range of teaching, learning and behaviour management strategies and how these can be used and adapted to meet the specific needs of individual pupils and classes;
- making effective personalised provision for the pupils for whom teachers are responsible, including those with English as an Additional Language or who have special educational needs or disabilities, and taking effective account of diversity and the need to promote equality through approaches to teaching and learning; and
- enabling pupils to reflect on their learning and progress and identify how their skills, knowledge and understand can continue to develop.

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- 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?

- What opportunities have been made available to you to develop your awareness of the range of effective approaches to the use of planning to support professional practice?
- How have you been supported to develop your practice in helping pupils to reflect on their own learning and to take responsibility for their future progress and achievement?
- What additional support or guidance do you think you need?

3. A teacher must demonstrate good subject and curriculum knowledge

Points for reflection

This Standard relates to the subject and curriculum knowledge and skills that teachers are required demonstrate in order to maintain effective practice. It includes consideration of the ways in which pupils' interest and commitment towards the areas they study can be developed and maintained.

Aspects of practice covered by this Standard include:

- showing an awareness of the relevant statutory and non-statutory curricula and frameworks in your planning and teaching;
- taking steps to ensure that you maintain and update your subject/curriculum area knowledge;
- using your knowledge and understanding of your subject/curriculum area to stimulate and challenge learners; and

- seeking evidence about improvements to teaching and learning from a variety of sources such as recent and relevant research and the practice of other colleagues, in school and beyond

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- Are there any aspects of your professional activities that you could think could be developed further through, for example, enhanced knowledge and use of ICT skills or approaches to using your personal literacy and numeracy skills to support pupils' progress and achievement?
- What opportunities have been made available to you to develop your subject/curriculum knowledge and understanding?
- Have your school's expectations in relation to approaches to teaching and learning in your specific subject/phase and identifying and exploiting cross-curricular learning activities been made clear to you?
- What additional support or guidance do you think you need?

4. A teacher must plan and teach well structured lessons

Points for reflection

This Standard reflects the fact that teaching needs to be based on effective planning that takes account of assessment evidence of learners' progress and prior attainment and uses this to set meaningful and achievable learning

objectives that allow learners to build on strengthen what they have already learned.

Aspects of practice covered by this Standard include:

- planning lessons, homework and other out-of-class assignments and activities that allow learners to choose, use and apply skills they have acquired within lessons;
- planning lessons that make progressively challenging demands on all learners and have clear, specific and achievable learning objectives that take into account prior attainment and as well as expectations in the next career stage;
- taking opportunities to discuss pupils' learning with pupils themselves, their parents or carers and colleagues and using their feedback to help you develop your teaching plans; and
- explaining confidently to pupils the purpose of a lesson and its learning objectives, supporting pupils understanding of this through the use of questioning and relevant tasks that reinforce lesson objectives;

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

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

- Have you been made aware of the school's policy on homework and its implications for your practice?
- What support has been made available to you to ensure that your teaching and learning takes practical account of diversity and promotes equality and inclusion?
- What support have you been offered to allow you to review constructively and positively your teaching and its impact on learners' progress and attainment?
- What additional support and guidance do you think you need?

5. A teacher must adapt teaching to respond to the strengths and needs of all pupils.

Points for reflection

This Standard relates to the need for the diverse range of interests, backgrounds, circumstances, abilities and needs of pupils to be reflected effectively in approaches to teaching and learning.

Aspects of practice covered by this Standard include:

- developing an awareness and understanding of strategies, including differentiation, that ensure that learning opportunities are meaningful and accessible to all pupils;
- knowing what resources exist in your school to make provision for pupils such as those with special educational needs, disabilities or those for whom English is an additional language;

- using knowledge obtained from others about pupils' development, circumstances and wellbeing to inform your own planning and practice;
- adapting your teaching style where necessary to accommodate and recognise diversity and pupils' different learning needs;
- using a range of appropriate physical and, where available and appropriate, human resources to support effective differentiation; and
- helping pupils to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on;

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- Have you been made aware and helped to understand the equality and diversity implications of your schools policies, particularly those related to special educational needs, teaching and learning and the management of behaviour?
- What teaching resources to support effective differentiation have made available to you and what opportunities have you taken to apply them?
- Have you been supported in taking opportunities such as parents evenings to discuss pupils learning objectives and to engage parents and carers in their children's learning?

- Have you been made aware of the range of strategies used in your school to engage and motivate different groups of learners?
- Are you kept fully informed of the range of other colleagues' responsibilities in terms of the role they have in helping you to meet the diverse needs of all the pupils for whom you are responsible, including, where appropriate, the SENCO, inclusion managers, gifted and talented leading teachers, child care workers, health service professionals and language assistants?
- What additional support or guidance do you think you would need?

6. A teacher must make accurate and productive use of assessment

Points for reflection

This Standard relates to the need for approaches to teaching and learning to be informed by reliable and valid assessment of pupils' progress and achievement.

Aspects of practice covered by this Standard include:

- finding out what statistical information is available in your school and how it is used by 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;

- using information from assessment to set future learning goals for pupils and to help them understand what is required to continue to develop and improve; and
- using assessment to continue to refine your teaching approaches and/or modify your planning as required.

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- From whom can you seek support, where appropriate, to help you implement and keep up to date with current assessment policies and practices?
- Have you been informed of the different pupil monitoring, assessment and recording strategies used in your school?
- What support have you had to use assessment data and other evidence about pupils' past achievements to set challenging learning objectives and to enable them to identify the progress they have made and what they need to do to improve?
- What additional support or guidance do you feel you need?

7. A teacher must manage behaviour effectively to ensure a good and safe learning environment

Points for reflection

This Standard relates to the need for teachers to contribute to the creation of effective and purposeful learning environments by developing their knowledge and understanding of effective behaviour management strategies and to make effective use of agreed whole school policies and procedures on the promotion of good behaviour and addressing pupil indiscipline.

Aspects of practice covered by this Standard include:

- developing activities that promote and develop learners' social, emotional and behavioural skills;
- developing and using a range of strategies to manage behaviour and create a positive, calm and purposeful learning environment;
- understanding how consistent application of whole school policies and procedures in relation to behaviour management are important in creating a positive learning environment; and
- becoming aware of sources of advice and expertise in the promotion of good behaviour, including the roles of headteachers and other senior colleagues within the school.

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- What opportunities have you had to develop and promote positive behaviour, attitudes and values through your training?
- Where can you find out about behaviour management strategies and any specific issues concerning behaviour in your school?
- Have the provisions of the school's behaviour management policy been explained to you?
- Are you aware of sources of advice and support on the management of behaviour?
- What additional support or guidance do you think you need?

8. A teacher must fulfil wider professional responsibilities

This Standard relates the relationships that teachers are required to develop with colleagues, parents and, where appropriate, staff working for wider children's services. It is also focused on the ways in which teachers are engaged in reflecting on their practice and the nature of the contribution that they can make to the effectiveness of school through their collaboration with colleagues and other colleagues in the context of their rights and entitlements as professional teachers.

Aspects of practice covered by this Standard include:

- 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 pupils and provide relevant information about their progress, development and wellbeing;

- implementing working protocols and engaging in collaborative working such as team teaching and linking with specialist teachers who work with children with special educational needs, disabilities or who have English as an Additional Language;
- developing a general knowledge and understanding of the range of agencies organisations and colleagues working with pupils, both inside and outside school, and their role in promoting the wider wellbeing of children and young people;
- planning and implementing aspects of support work and guiding the work of teaching assistants and other colleagues where appropriate;
- taking opportunities, for example, 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;
- using the induction entitlement to a 10 per cent reduced teaching timetable to engage in professional development opportunities and activities;
- taking opportunities provided to you to reflect with other colleagues on your own progress against you identified development needs and the needs of learners;
- applying constructive criticism to new ideas, research and teaching and learning approaches;

- understanding the range of contractual, statutory and trade union rights of teachers and NQTs, how these rights are essential to ensuring that professional responsibilities can be discharged effectively and where advice and support can be sought to ensure that these rights and entitlements are secured in practice.

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- What support and guidance have you received in developing constructive relationships with learners, parents and colleagues?
- 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 colleagues?
- How have you been supported in identifying your professional development needs?
- How have your professional development needs been responded to in your schools?
- Are you receiving all your statutory and contractual entitlements, including your 10 per cent reduced teaching timetable?
- 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 your mentor, line manager and other senior staff within your school and how has this made a difference to your practice?
- What additional support and advice do you think you need?

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

This standard relates to the personal and professional conduct expected of teachers and the statutory frameworks within which teachers are required to work. It includes knowledge and understanding of requirements for the safeguarding and wellbeing of children and young people and approaches to promoting equality and diversity and challenging prejudice and discrimination.

Aspects of practice covered by this Standard include:

- finding out about relevant workplace policies and practices and current legislation concerning the rights of children;
- developing and maintaining constructive and appropriate relationships with pupils;
- developing 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 understanding local arrangements' in respect safeguarding;

- developing knowledge about how your school policy and guidance about how to recognise children who may be at risk of neglect or abuse;
- developing an awareness of teachers' 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; and
- understanding ways in which the professional practice of teachers can promote the principles of inclusion and equal opportunity;

Questions

Prompt questions to support your reflection on your own practice and to inform discussion of your progress with your induction tutor could include:

- What information and briefings' have you received on the current legal requirements and local arrangements' for safeguarding children and young people and the implications for your practice?
- What teaching resources that reflect cultural diversity have been made available to you and what opportunities have you had to apply them?
- Have you been made aware of which colleague you would need to approach to ask for help in dealing with concerns about a pupil's development and wellbeing?

- Have you been informed about the local protocols for information sharing and the confidentiality of pupils' personal data?
- What further support and advice do you think you need?