INDUCTION FOR
NEWLY QUALIFIED TEACHERS

Guidance

for

NQTs, Induction Tutors
Headteachers, Principals, Managers
and Governing Bodies

SEPTEMBER 2015
Dear Colleague

It gives us great pleasure to welcome all our new teachers and to congratulate them on achieving their Qualified Teacher Status.

Brent is committed to ensuring that all its children and young people receive an excellent inclusive education, make good progress in their learning and achieve the highest possible standards and we value the contribution made by our NQTs. We are pleased they have chosen to start their career in the most culturally diverse local authority in the country and know they will find it a vibrant and rewarding experience.

As the ‘Appropriate Body’ for Brent Council, we recognise that high quality support is the key to a successful induction year so we have made it our priority to do everything we can to help schools and settings to provide the support required by their NQTs. We will deliver training sessions courses for mentor/tutors and NQTs at the beginning of each term to ensure they understand the process, roles, responsibilities and expectations. Places on these sessions can be booked via the Best Brent website at http://www.bestbrent.co.uk.

Through our monitoring and quality assurance procedures we will provide on-going support, advice and guidance to NQTs, tutors, headteachers and principals to ensure the induction arrangements in their schools and settings are effective, fair and accurate.

We have also produced this handbook as a guide to the requirements of the DfE’s statutory induction and have set out explicitly the expectations and responsibilities of all involved in the process in a Brent school or setting. We hope you find the information helpful and that you will be able to make use of the templates and forms included in the induction folder, to support your own monitoring and record keeping systems.

We know starting a new job can be a daunting prospect but here in Brent we value our new colleagues and are looking forward to supporting them through their early days. We wish them every success in their new career.

Audri Alexander

Induction Coordinator & School Workforce Development Consultant
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INTRODUCTION

About this guidance
The information in this handbook is based on the Department for Education’s statutory guidance on the induction for Newly Qualified Teachers (NQTs). It covers the arrangements that must be in place in settings that have an agreement with Brent Council to act as the Appropriate Body for the induction of their NQTs. This guidance is for NQTs, headteachers, principals, tutors, induction coordinators and governing bodies.

Key points
• These arrangements apply to NQTs who start their induction on or after 1 September 2015 and NQTs who started their induction before 1 September 2015 but have not yet completed.
• An NQT cannot undertake statutory induction (or period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals should check that the individual holds QTS. In the absence of a QTS certificate, verification can be obtained via the National College of Teaching and Leadership’s Secure Access also known as StoS, database.
• All qualified teachers who are employed in a relevant school, Pupil Referral Unit (PRU) or non-maintained special school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions (see Annex A).
• Statutory induction is not a legal requirement to teach in the Further Education (FE) or independent sector, including academies, free schools, independent nurseries (NQTs serving induction in these nurseries must teach classes of pupils predominantly aged three and over) but may be served in these settings.
• An Appropriate Body has the main quality assurance and decision making role within the induction process.
• The headteacher/principal must determine who will act as the Appropriate Body before induction starts. The Appropriate Body must register the NQT and inform the National College for Teaching and Leadership.
• In order for the NQT to serve induction the headteacher/principal and Appropriate Body must first agree that the post is suitable for this purpose.
• The headteacher/principal must identify a person to act as the NQT’s induction tutor, to provide day to day monitoring and support, and coordination of assessment. The induction mentor/tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring.
• An NQT must have a reduced timetable of no more than 90% of the timetable of other main scale teachers in their setting to enable them to undertake activities in their induction programme. This is in addition to the 10% PPA time that all teachers receive.
SECTION 1 – What is induction?

The purpose of induction
Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the teachers’ standards. The programme should support the NQT in demonstrating that their performance against the standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

The decision about whether an NQT’s performance against the standards is satisfactory upon completion of induction should take into account the NQT’s work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the standards consistently over a sustained period in their practice.

The induction time limit
While NQTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.

Exemptions to serve an induction
Appendix A provides information on those categories of qualified teachers who are exempt from the completing the induction period in order to be employed as a teacher in a relevant school.

Number of inductions that can be served
An NQT who fails to meet the standards at the end of their induction period, is not permitted to repeat it. While such an NQT retains their QTS, they cannot be employed lawfully as a teacher in a maintained school, including any post where they would carry out ‘specified work’. Their name will be included on the ‘failed to complete an induction period’ list, held by The National College for Teaching and Leadership.

The length of the induction period
An NQT is required to serve the full-time equivalent of one school year (usually three school terms). The Appropriate Body makes the final decision about the equivalence to one school year in cases where the NQT serves induction in more than one setting. The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time NQTs) is one. This applies to both permanent and supply teaching posts.

NQTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of one full academic year. Therefore an NQT working part-time as a 0.5 FTE will need to serve induction for two academic years.
Eligibility to carry out short-term supply teaching
A teacher who gained QTS on or after 1 September 2007 who has not completed an induction period can undertake short-term supply work (of less than one term) in a maintained school for a maximum of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. Placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide the NQT with the breadth of experience, support and assessment necessary to enable them to demonstrate satisfactory performance against the teaching standards.

A suitable post for induction
The NQT’s post and the working conditions should enable a fair and effective assessment of the NQT’s conduct and efficiency as a teacher against the teaching standards. In particular a suitable post must:

- have a headteacher/principal to make the recommendation about whether the NQT’s performance against the teachers’ standards is satisfactory;
- have prior agreement with Brent’s Appropriate Body to act in this role to quality assure the induction process;
- provide the NQT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the standards throughout and by the end of the induction period;
- ensure the appointment of an induction tutor with QTS;
- provide the NQT with a reduced timetable;
- not make unreasonable demands upon the NQT;
- not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the NQT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support and in addition
- the governing body must be satisfied that the setting has the capacity to support the NQT and that the head teacher/principal is fulfilling their responsibilities.

Registration for induction
Schools/settings that have a prior agreement with Brent to act as their Appropriate Body should ensure their institution, the headteacher/principal, mentors/tutors and NQTs are registered online at www.brentnqtmanager.com. NQTs should complete the registration form (available as a download from the resource area at www.brentnqtmanager.com) as soon as they have been allocated a post in the school and pass it to their tutor. Once the registration has been validated by the headteacher/principal and authorised by the Appropriate Body, the NQT will receive their username and password by email from NQT manager. This will give them access to termly assessment reports, so they can add their comments and digital signatures and print out copies for their files.
SECTION 2 – Monitoring, supporting and reviewing progress

A suitable monitoring and support programme must be in place for the NQT, personalised to meet their professional development needs. This must include:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively.
- Observation of the NQT’s teaching and follow-up discussion.
- Regular professional reviews of progress.
- NQT’s observation of experienced teachers either in the NQT’s own institution or in another institution where effective practice has been identified.

The induction tutor

An experienced, full-time teacher must be appointed by the headteacher/principal to act as the NQT’s induction tutor, to provide day to day monitoring and support, and coordination of assessment. The tutor must have the skills and knowledge required to provide effective coaching and mentoring and is usually an excellent practitioner with good subject/phase knowledge so able to act as a role model for the NQT. These are important elements of the induction process and the tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The tutor must be able to make rigorous and fair judgements about the NQT’s progress against the teaching standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties.

Identifying development priorities

The NQT and tutor should meet within two weeks of the start of induction to discuss development priorities in order to identify objectives. We strongly recommend that NQTs prepare for this meeting by responding to the Career Entry Development Profile (CEDP) Transition Point 2 questions. The CEDP is designed to help NQTs think about their professional development at key points of ITT and during induction. The profile is built around three transition points:

- Transition point 1 - towards the end of initial training, supported by the ITT tutor
- Transition point 2 - at the beginning of induction, supported by the induction tutor
- Transition point 3 - towards the end of induction, supported by the induction tutor

For each transition point there is a set of questions designed to help the NQT reflect on their progress and think about their future learning and development. The Transition Point 2 form should be completed by the NQT and used to initiate the discussion with their tutor about their development priorities for the induction period. A copy of Transition Point 2 can be downloaded from the resource area at www.brentnqtmanager.com

Setting objectives and drawing up action plans

The NQT should have an action plan for each agreed objective. At the beginning of the first term the most helpful objectives will be short-term and can be achieved and reviewed after a few weeks, and certainly by the end of the first half-term. Later on in the first term, more challenging medium and long-term objectives should be set based on observations of the NQT’s teaching. Throughout the induction period objectives should focus on meeting the teachers’ standards but should also look towards the NQT’s longer-term professional development once the standards have been met. These objectives must be
reviewed half-termly, identifying successes and further areas for development which will become new objectives.

Each action plan should identify:
- The objective
- The success criteria
- The actions to be taken and by whom
- The resources/support to be provided
- Target dates for each action and a date to review the objective

The objective should:
- be appropriate for each individual NQT
- enable NQT to focus on the priorities identified in Transition Point 2 of the CEDP
- support the NQT’s need in the context of a particular teaching post
- be related to achievement of the teachers’ standard and any other needs and interests identified
- be specific, measurable, achievable, realistic and time-bound.

The success criteria should:
- describe what success will look like when the objective is achieved
- be identified before decisions are made on the actions to be taken
- be specific and clearly phrased in relation to the objective.

The actions should:
- describe exactly what is to be done and who will do it
- identify who will carry out the action
- involve an appropriate range of development opportunities for the NQTs
- be realistic and achievable within the resources available.

The resources should:
- be identified to support training and development needs
- show the time that will be allocated for each development opportunities.

The target dates for achieving each action should:
- be agreed when the objective is framed
- be realistic and manageable.

The review date should:
- be the same date as the review of progress meeting.

Planning an individual induction programme
The development opportunities (which could include meetings with senior colleagues, training courses, research etc.) identified on action plans should also be recorded on the NQT’s Professional Development Record sheet. The NQT should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching. This could be at the NQT’s own institution or in another setting where there is evidence of good practice.
The NQT should also record any additional development activities they engage in and ensure they use this resource to contribute to their half-termly review of progress discussion.

A model Action Plan, an Action Plan template and a Professional Development Record can be downloaded from the resource area at [www.brentnqtmanager.com](http://www.brentnqtmanager.com)

**Observation and feedback of the NQT’s teaching**

An NQT’s teaching should be observed at least once in each half-term to ensure fair and effective assessment of the their teaching, conduct and efficiency against the standards. At least one observation each half-term must be conducted by the induction tutor and should be planned and the focus agreed in advance. Observations can also be undertaken by other teachers from inside or outside the setting.

All observations should be followed promptly by a meeting to provide the NQT with constructive feedback against the Teachers’ Standards. Arrangements for these feedback meetings should be agreed in advance and a brief written record indicating where any development needs have been identified, should be made on each occasion. This record should be dated and signed by the observer and NQT and copies kept by each person. An Observation and Feedback template can be downloaded from the resource area at [www.brentnqtmanager.com](http://www.brentnqtmanager.com)

**Self-review**

The NQT should evaluate his/her teaching and professional development at regular intervals during the induction period. This is a valuable contribution to assessment of progress and ensures that the NQT is fully involved at each stage of the process.

Self-review activities may include:

- Logging of “critical incidents” or “classroom snapshots” in relation to an area that has been identified for improvement.
- Close observation of a few individual pupils and their progress
- Review and analysis of written evaluations of lessons
- Examining the work of a group of pupils in comparison with their work in a range of other subjects.
- The CPD engaged in and its impact on performance

All too often an NQT is far more aware of the areas where progress needs to be made than of the substantial achievements made in the first year of employment as a teacher. Induction tutors and others can help by encouraging the NQT to identify and build on strengths in self-assessments, as well as monitoring areas for improvement. They can also ensure that the NQT’s own assessments are valued and that time is given to discussing them at review meetings.

At the end of the first year, the NQT should reflect on the year in depth and set objectives for further professional development using the Transition Point 3 form which can be downloaded from the resource area at [www.brentnqtmanager.com](http://www.brentnqtmanager.com)

**Professional progress review meetings**

At the end of each half-term, the tutor and NQT should meet to review progress against the standards and the discussion should be informed by evidence of the NQT’s teaching. The NQT is expected to make a contribution to this meeting and should bring along their own examples of progress which should include notes from their self-review, certificates
of attendance on courses, feedback on their observations of colleagues or visits to other settings, information on the impact of training on their teaching, etc.

Objectives should be reviewed at these meetings and will either be signed off or revised in relation to the standards and the needs and strengths of the NQT. It is important that any concerns about performance and progress are raised at these meetings and the NQT is made aware of the issues and what needs to be done to improve practice. The additional support and monitoring required to promote improvement must be identified and put in place immediately and appropriate objectives set. Action must not be delayed until the formal assessment meeting and the headteacher/principal and Appropriate Body must be informed.

A record of progress against the teachers’ standards should be maintained throughout the induction and any standards judged to have been met during the half-term should be noted at these meetings and include a brief description of the evidence on which judgements were based. A Progress Tracking Record sheet and a Review of Progress Meeting template can be downloaded from the resource area at www.brentnqtmanager.com

Record keeping
NQTs and tutors are strongly advised to maintain an induction file as this will help the monitoring and review process. These files should contain the following and each form or record sheet should be signed by the tutor and NQT and dated:

- Brent Guidance booklet
- Brent Induction Programme booklet
- School policies
- Action Plans
- CPD Record sheet
- Medium and short-term plans
- Lesson evaluations
- Certificates of course attendance
- Notes on observations of colleagues
- Notes on observations of pupils
- Observation and feedback sheets
- Feedback from parents/carers
- Records of Review of Progress Meeting
- Progress Tracking Record sheet
- Copies of termly assessment reports

SECTION 3 – Continuing Professional Development (CPD)

The induction period should include opportunities for a range of professional development activities. CPD consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.
NQTs should begin to take responsibility for their own CPD from the beginning of the period of induction and should identify and agree CPD opportunities with their tutors as part of their action planning and professional reviews.

There are many possible sources of CPD, as shown in the diagram below. Some forms of CPD may encompass elements from more than one of these sources.

During induction, CPD opportunities should include:
- working alongside others and becoming involved in planning within the department or school
- observing the teaching of more experienced colleagues
- visits to schools and settings beyond the immediate workplace
- meeting with induction tutor to consider progress and development, and
- taking part in more formal training events and courses.

It is strongly suggested that teachers keep a record of CPD activities in their induction folders.

SECTION 4 – Formal assessment

NQTs must be formally assessed each term by either by their tutor, the headteacher/principal or the school’s induction coordinator and a report must be submitted online by the due date to the Appropriate Body for validation.

Formal assessment meetings
Three weeks before the end of each term, Brent’s NQT manager system will send an automated email to everyone involved in the induction process to notify them that the online report form is available for completion and to remind them of the due date. The NQT and tutor should arrange a meeting to discuss and agree the content of the report which should be written by the tutor or coordinator then digitally signed by the NQT, tutor and headteacher/principal before it can be submitted to the Appropriate Body for validation.

The assessment should relate directly to the progress made against the teachers’ standards and should be informed by evidence gathered during the term and drawn from the NQT’s work as a teacher and from their induction programme. It should include details on which judgements are based and set out the areas for development that will be
the focus of the next term. The NQT should be closely involved in this process and must make a comment on the content of the report in the box provided for this purpose.

**Performance grading**
The first two reports require a performance grading to indicate the standard of the NQT’s performance during the term. The NQT must be informed of the grade awarded prior to the report appearing on NQT Manager for their signature. Gradings are:
- A = The NQT is making good progress towards successful completion
- B = The NQT is making satisfactory progress towards successful completion
- C = The NQT making limited progress towards successful completion
- D = The NQT is not making the progress required for successful completion

NQTs should be kept updated at every stage of this assessment process. Consequently, if the headteacher/principal, tutor or coordinator wishes to make a change to the report after it has been signed by the NQT and before it is submitted to the Appropriate Body, the NQT must be consulted before any amendment is made. **There should be no surprises.**

**The final assessment**
The third and final assessment meeting will form the basis of the headteacher’s/principal’s recommendation to the Appropriate Body as to whether the NQT’s performance against the teachers’ standards is satisfactory, unsatisfactory, or whether an extension should be considered. This recommendation should be recorded on the final report form.

**Interim assessments**
The headteacher/principal must notify the Appropriate Body if an NQT decides to leave their setting prior to completing induction. The Appropriate Body will inform the National College of Teaching and Leadership. If an NQT leaves a post after completing more than one term but before the next formal assessment would be required, the head teacher/principal should complete an interim assessment report. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

**SECTION 5 – Completing induction**

An NQT completes their induction period when they have served:
- the full time equivalent of a standard school year (usually three terms);
- an extension to that period, as a consequence of 30 or more days absences occurring during the period; or
- an extension following a decision by the Appropriate Body or The National College for Teaching and Leadership.

After receiving the final report the Appropriate Body must consider the headteacher’s/principal’s recommendation and the evidence provided by all three assessment report, to decide whether the NQT:
- has performed satisfactorily against the teachers’ standards and thereby satisfactorily completed their induction;
- requires an extension; or
- has failed to complete the induction.
The Appropriate Body must notify the NQT, the headteacher/principal and the employer (if the NQT is in a setting outside the local authority) of the decision in writing.

If the decision is to fail or extend, they must also notify The National College for Teaching and Leadership and must inform the NQT of their right to appeal against this decision, with the name and address of the Appeal Body (The National College for Teaching and Leadership), and the deadline for appeals.

Further guidance about the appeals process is available at: https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

The National College for Teaching and Leadership maintains a list of teachers who have completed, part-completed or failed to complete an induction period. They will notify teachers who have failed, of their inclusion on this list but this will only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

SECTION 6 – Unsatisfactory progress

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, a few NQTs will feel they are not making the progress required and some will be judged by their tutors to be in this situation. If this occurs early action must be taken. The Appropriate Body should be informed and the headteacher/principal must ensure that additional monitoring and support measures are put in place immediately – action must not be delayed until a formal assessment meeting. It is important that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance.

An NQT who has concerns about any aspect of their induction programme and their progress should seek advice as soon as possible. Concerns should be raised with the tutor and, or the headteacher/principal in the first instance. However, if the NQT feels their concerns have not been properly addressed, they should contact the Brent NQT Appropriate Body’s 'named contact' person Gillian Edwards whose email address is Gillian.edwards@brent.gov.uk and telephone number is 020 8937 3473.

Additional monitoring and support
The headteacher/principal and the Appropriate Body should be satisfied that:
- Areas in which improvement is needed have been correctly identified;
- Appropriate objectives have been set to guide the NQT towards satisfactory performance against the teachers’ standards; and
- An effective support programme is in place to help the NQT improve their performance.
Unsatisfactory progress at the next formal assessment point
In most cases the additional monitoring and support above will be effective. However, if concerns continue at the next formal assessment point the headteacher/principal should explain the consequences of failure to complete the induction period satisfactorily to the NQT and discuss:
- The identified weaknesses;
- The agreed objectives previously set, updating them as necessary;
- Details of the additional monitoring and support put in place;
- The evidence used to inform the judgement; and
- Details of the improvement plan for the next assessment period.

The assessment report must reflect the progress being made.

Serious capability problems
In a few cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal. If this happens, the induction process must continue in parallel with the capability procedure. The Appropriate Body must be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed.

Making an appeal against a decision by the Appropriate Body
If an NQT fails induction, or has their induction extended, the Appropriate Body must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeal Body is the National College of Teaching and Leadership which acts on behalf of the Secretary of State. Further guidance about the appeals process is available at: https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals
SECTION 7 - Special circumstances

This section explains the arrangements that apply on a less regular basis.

Reducing the induction period
On some occasions teachers with significant experience enter the maintained sector but are still required to serve induction. In such cases, the Appropriate Body has the discretion to reduce the length of the induction period to a minimum of one term in recognition of this experience. However, in making this decision the Appropriate Body will require substantial evidence of previous performance management documentation and will discuss the situation with both headteacher/principal and teacher concerned. This discretion might be considered when a teacher who has taught in independent schools for many years enters the maintained sector. In such cases, only the final assessment meeting and report will be required. The Appropriate Body will then follow the induction process in the normal way.

Extending the induction period is possible in the following circumstances:

- **Absences**
  The induction period is automatically extended prior to completion when an NQT’s absences total 30 days or more (with the exception of statutory maternity leave…see below). In these circumstances the induction period must be extended by the aggregate total of days absent. The extension may be served in another setting so long as the minimum period of employment is one term or equivalent.

- **Statutory maternity leave**
  NQTs who take statutory maternity leave may decide whether their induction should be further extended to reflect the number of days absent for this purpose. No outstanding assessments should be made until the NQT returns to work and has had the opportunity to decide whether to extend induction or not. If an NQT chooses not to extend, assessment of their progress will be based on their performance against the teachers’ standards prior to the maternity leave. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

- **After induction has been completed**
  At the end of the period the Appropriate Body has the option to extend the induction if there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the teachers’ standards for other reasons. These might include:
  - Personal crises or illness
  - Issues around the support provided by the setting
  - Insufficient documentary evidence about performance against the standards.

The Appropriate Body will determine the length of the extension, the procedure for assessments, and the recommendation at its end.
Data loss/error
In exceptional circumstances, where, through no fault of the teacher concerned, records have been lost or are in error, the Appropriate Body has discretion to exempt the teacher from induction. The Appropriate Body will first ensure that every attempt has been made to recover the missing data or identify an audit trail before making such a decision. In reaching its decision the Appropriate Body, will consider accounts of the teacher’s previous satisfactory performance against the teachers’ standards and where appropriate the most recent performance management evidence.

Serving induction in more than one institution simultaneously
In such cases one headteacher/principal must act as the lead and should:

- Ensure that they are satisfied that all posts are suitable for induction and provide a fair opportunity for the NQT to demonstrate satisfactory performance against the standards by the end of induction;
- Add together the separate contracts (which must be the minimum requirement) to calculate and record the numbers of days of induction to be served;
- Take responsibility for consulting with and gathering evidence from the other Headteachers/ principals;
- Coordinate the evidence and make the recommendation to the Appropriate Body on whether the NQT has performed satisfactorily against all the standards.

Only one Appropriate Body must take the lead in making the decision and is also responsible for consulting and gathering evidence from other appropriate bodies involved in the process.

SECTION 8 – Roles and responsibilities
This section summarises the key roles and responsibilities of those involved in the induction process.

NQTs should:
- Provide evidence that they have QTS and are eligible to start induction;
- Ensure they have a Brent induction file and have attended training about the induction process organised by the Appropriate Body or their tutor, within the first two weeks of taking up their post;
- Complete the NQT manager registration form and pass it to their tutor;
- Ensure they have been registered on the NQT manager system and have received their username and password;
- Complete the CEDP Transition Point 2 in preparation for their meeting with their tutor;
- Familiarise themselves with the teachers’ standards;
- Meet with their tutor to discuss and agree priorities for their induction programme and keep these under review;
- Agree with their tutor how best to use their reduced timetable allowance and keep a record of the activities engaged in and impact on their performance as a result;
- Provide evidence of their progress against the teachers’ standards;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their tutor as soon as practicable;
- Consult their Appropriate Body’s ‘named contact’ person at an early stage if there are difficulties in resolving issues with their tutor/within their setting;
• Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
• Agree with their tutor the start and end dates of the induction period/part periods and the dates of any absences from work;
• Sign, date and retain copies of all record sheets, meeting notes, action plans and tracking and assessment forms;
• Comment on and digitally sign each termly assessment report.

**Headteachers and principals**
The headteacher/principal is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:
• Check that the NQT has been awarded QTS;
• Clarify whether the teacher needs to serve an induction period or is exempt;
• Agree, in advance of the NQT starting the induction programme, who will act as the Appropriate Body;
• Notify the Appropriate Body when an NQT is taking up a post in which they will be undertaking induction;
• Ensure the post meet the requirements of a suitable post for induction;
• Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
• Ensure an appropriate and personalised induction programme is in place;
• Ensure the NQT’s progress is reviewed half-termly, including through observations and feedback of their teaching;
• Ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body;
• Maintain and retain accurate records of employment that will count towards the induction period;
• Make the governing body aware of the arrangements, that have been put in place to support NQTs serving induction;
• Make a recommendation to the Appropriate Body on whether the NQT’s performance against the teachers’ standards is satisfactory or requires an extension;
• Participate appropriately in the Appropriate Body’s quality assurance procedures; and
• Retain all relevant documentation/evidence/forms on file for six years.
• Obtain interim assessments from the NQT’s previous post;
• Act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
• Ensure third party observation of an NQT who may be at risk of not performing satisfactorily against the teacher’ standards;
• Notify the Appropriate Body as soon as absences total 30 days or more;
• Periodically inform the governing body about the institution’s induction arrangements;
• Advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
• Provide interim assessment reports for staff moving in between formal assessment periods; and
• Notify the Appropriate Body when an NQT serving induction leaves the institution.
Induction tutors should:

- Ensure they have attended induction training;
- Ensure they and their NQT understand the induction process, their roles, responsibilities and entitlements;
- Ensure they are registered as a tutor on the NQT Manager website and have received a username and password to access the system;
- Ensure their NQT completes the NQT manager registration form and use the information to register them on the system;
- Within the first two weeks of the start of induction, meet with their NQT to determine priorities, set objectives, draw up action plans and agree an individual induction programme; agree the dates of review and first formal assessment meeting and the date and focus of the first observation of teaching;
- Ensure the NQT’s induction programme includes opportunities to observe experienced;
- Ensure that their NQT’s teaching is observed and prompt and constructive feedback provided;
- Provide, guidance and effective support including coaching and mentoring for the NQT’s professional development (with the Appropriate Body where necessary);
- Carry out half-termly progress reviews throughout the induction period;
- Undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate;
- Inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment report, the grading to be awarded in the first two reports and ensure the NQT to add their comments;
- Ensure the NQT is aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- Take prompt, appropriate action if an NQT appears to be having difficulties.

The Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process. It should consult with headteachers/principals on the method and scope of the system it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively. Through quality assurance the Appropriate Body must ensure that:

- Head teachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- Where an NQT may be experiencing difficulties immediate action is taken to address areas of performance that require further development and support;
- Where an institution is not fulfilling its responsibilities, contact is made with the Headteacher/Principal to raise concerns;
- Induction tutors are trained and supported including being given sufficient time to carry out the role effectively;
- Headteachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- Any agreement entered into with either the FE institution or the independent school’s governing body is upheld;
- The head teacher/principal has verified that the award of QTS has been made;
• The school is providing a reduced timetable in addition to PPA time;
• The NQT is provided with a ‘named contact’ within the Appropriate Body with whom to raise concerns;
• NQTs’ records and assessment reports are maintained;
• Agreement is reached with the head teacher/principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
• A final decision is made on whether the NQT’s performance against the teachers’ standards is satisfactory or an extension is required and the relevant parties are notified; and
• They provide The National College for Teaching and Leadership with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left partway through an induction period.

The governing body:
• Should be satisfied that the institution has the capacity to support the NQT;
• Should ensure the headteacher/principal 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 institution’s agreed grievance procedures;
• Can seek guidance from the Appropriate Body on the quality of the institution’s induction arrangements and the roles and responsibilities of staff involved in the process and
• Can request general reports on the progress of an NQT.

SECTION 9 – Contacts and useful websites

Brent Council’s Appropriate Body Contacts

Audri Alexander - Induction Coordinator
Tel: 0208-937-3318
E-mail: audri.alexander@brent.gov.uk

The local authority’s Appropriate Body function is delegated to the induction coordinator who is the main contact for information, advice and guidance about induction. Headteachers/principals who would like Brent LA to act as the Appropriate Body for the induction of their NQTs should contact Audri prior to the start of the process to request this service the cost of which is £300 per NQTs in maintained schools and settings and £330 for NQTs in academies, free schools and independent settings. The service can be brought at http://www.bestbrent.co.uk Audri also coordinates the school Improvement Service’s central training and organises the NQT Induction programme.

Gillian Edwards - ‘named contact’ person:
Tel: 020 8937 3473
E-mail: gillian.edwards@brent.gov.uk

Gillian is the person NQTs should contact if they feel their concerns cannot be resolved by their tutor or headteacher/principal.
Useful Websites

National College for Teaching and Leadership
This site contains information about the induction year and the award of QTS. You can also make contact by telephone: 020 7593 5392.

Department for Education
Visit this site for information on the induction process and to download copies of the teachers’ standards and the DfE’s guidance on statutory induction.

The Teacher Support Network
http://www.teachersupport.info/
The Teacher Support Network provide a range of services to help teachers though the bad times and the good. They provide a free telephone Support Line 24 hours a day, 7 days a week, 365 days a year. Telephone: 08000 0562 561

The School Effectiveness Service (SES) website
http://www.bestbrent.co.uk
This site carries details of the SES and other providers’ training programmes and includes courses specifically aimed at NQTs. To book a place users must obtain log-on details from Jasoda.jesani@brent.gov.uk Ensure your email contains your school, your name, your telephone number and the email address you use regularly.
## SECTION 10 – Induction time-line

<table>
<thead>
<tr>
<th>TERM ONE</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Within the first 2 weeks</strong></td>
<td>NQT completes CEDP Transition Point 2 and meets with tutor&lt;br&gt;Use the information from CEDP Transition Point 2 to determine objectives and draw up action plans – sign, date and copy to NQT.</td>
</tr>
<tr>
<td><strong>Within first 4 weeks</strong></td>
<td>Observation&lt;br&gt;Verbal feedback. Written feedback – sign, date and copy to NQT.</td>
</tr>
<tr>
<td><strong>At least 1 week before half-term</strong></td>
<td>1st Review of Progress Meeting&lt;br&gt;NQT and tutor meet to check on progress, review objectives and draw up new action plans. Record meeting discussion – sign, date and copy to NQT</td>
</tr>
</tbody>
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<th>Date</th>
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<tbody>
<tr>
<td><strong>HALF-TERM</strong></td>
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<tr>
<td><strong>Within the first 2 weeks</strong></td>
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<tr>
<td><strong>At least 3 weeks before the end of term</strong></td>
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<tr>
<td><strong>At least 1 week before the end of term</strong></td>
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<th>Date</th>
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<tr>
<td><strong>TERM TWO</strong></td>
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<tr>
<td><strong>Within the first 2 weeks</strong></td>
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<tr>
<td><strong>At least 3 weeks before half-term</strong></td>
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<td><strong>HALF-TERM</strong></td>
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<tr>
<td><strong>Within the first 2 weeks</strong></td>
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<tr>
<td><strong>At least 3 weeks before the end of term</strong></td>
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<td><strong>At least 1 week before the end of term</strong></td>
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<th>Date</th>
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<tr>
<td><strong>TERM THREE</strong></td>
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<tr>
<td><strong>Within the first 2 weeks</strong></td>
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<tr>
<td><strong>At least 3 weeks before half-term</strong></td>
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<th>Date</th>
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<tbody>
<tr>
<td><strong>HALF-TERM</strong></td>
</tr>
<tr>
<td><strong>Within the first 2 weeks</strong></td>
</tr>
<tr>
<td><strong>At least 3 weeks before the end of term</strong></td>
</tr>
<tr>
<td><strong>At least 1 week before the end of term</strong></td>
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</tbody>
</table>
Annex A: Overview of the induction process

Key:
HT = head teacher/principal or equivalent
AB = appropriate body
IT = induction tutor
NCTL = National College for Teaching and Leadership
NQT = newly qualified teacher

HT carries out pre-employment checks

HT agrees an independent appropriate body

HT appoints NQT and notifies AB before induction begins

AB notifies NCTL that NQT has started or is continuing their induction

HT appoints induction tutor

AB determines length of induction period

HT/IT/NQT agree NQTs induction plan

AB/HT/IT – ongoing QA of the NQTs induction

IT – observation of NQT and reviews of NQTs progress

NQT – observation of experienced teachers

IT/NQT – other development activities agreed

AB/HT/IT – action if NQTs progress is unsatisfactory

IT/HT – formal assessments

NQT leaves post before end of induction period

HT/IT – interim assessments (if applicable) to AB and notify NCTL

NQT reaches end of induction period

HT – final assessment and recommendation to AB

EXTENSION of induction period agreed – notify NCTL

AB makes final decision on outcome of NQTs induction

PASS: AB notifies NCTL

NQT able to teach without restrictions

FAIL: AB notifies NCTL

NQT/AB/NCTL – appeal process

HT dismisses NQT immediately

* NQTs name placed on NCTL-held list of persons who have failed to satisfactorily complete an induction period.
### ANNEX B - Exemptions

<table>
<thead>
<tr>
<th>References in Schedule 1</th>
<th>Exemption</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Para 1</td>
<td>A person who was already a qualified teacher on 7 May 1999.</td>
<td>A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).</td>
</tr>
<tr>
<td>Para 2</td>
<td>A person currently undertaking a period of induction.</td>
<td>A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).</td>
</tr>
<tr>
<td>Para 3</td>
<td>A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.</td>
<td>A teacher who is waiting for the outcome of appeal against a decision that they have failed to perform satisfactorily against the relevant standards.</td>
</tr>
<tr>
<td>Para 4</td>
<td>A person employed on a short-term supply basis, without undertaking induction.</td>
<td>A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.</td>
</tr>
<tr>
<td>Para 5</td>
<td>A person employed part-time as a supply teacher whilst also undertaking induction.</td>
<td>A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five year limit (see above) does not apply to teachers in this situation.</td>
</tr>
<tr>
<td>Paras 6, 8, 9, 11, 12, 13, 14, 20</td>
<td>A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.</td>
<td>The countries which qualify are Scotland, Northern Ireland, Wales, Isle of Man, Guernsey, Jersey, Gibraltar, or in a Service Children’s Education (SCE) school in Germany or Cyprus.</td>
</tr>
<tr>
<td>Para 7</td>
<td>A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).</td>
<td>A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.</td>
</tr>
<tr>
<td>References in Schedule 1</td>
<td>Exemption</td>
<td>Explanation</td>
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<tr>
<td>Para 10</td>
<td>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).</td>
<td>A teacher from the EEA who has applied successfully to the Teaching Agency for QTS, or, a teacher from the EEA who has declared successfully to the Teaching Agency to work in England on a temporary basis.</td>
</tr>
</tbody>
</table>
| Para 17                  | A person who became a qualified teacher by virtue of regulation 5 of, and para 12 of Schedule 2 to, the 2003 Qualification Regulations i.e. certain teachers who gained QTS whilst working in an independent school. | A teacher who has been judged by the Teaching Agency as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have:  
  - been employed by an independent school before 1989; and  
  - gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and  
  - been employed in an independent school at the time of recommendation; and  
  - the recommendation must have taken place prior to September 2004.                                                                                                                                                                                                                                                |
| Para 22                  | A qualified overseas trained teacher from Australia, Canada, New Zealand, or the United States of America.                                                                                             | Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in Government funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country. |
| Para 18                  | An Overseas Trained Teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction. | An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.                                                                                                                                                                |
| Paras 15 and 16          | Scottish or Northern Irish trained teachers employed in England on or before 7 May 1999.                                                                                                               | Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.                                                                                                                                                                                                                     |
| Para 19                  | A person who became a qualified teacher virtue of regulation 5 of, and para 13 of Schedule 2 to, the 2003 Qualification Regulations i.e. certain teachers who gained QTS whilst working in a Further Education Institution or as an instructor in a school. | A teacher who has been judged by the Teaching Agency as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the NQT must have:  
  - been employed by an FEI/school before 1989; and  
  - gained a specified qualification.                                                                                                                                                                                                                                                                 |

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<table>
<thead>
<tr>
<th>References in Schedule 1&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Exemption</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>Para 23</td>
<td>A person who has been awarded QTLS status by the Institute for Learning (IfL); and holds membership with the IfL.</td>
<td>Teachers who have been awarded Qualified Teacher Learning and Skills (QTLS) status by the Institute for Learning and who are members of the Institute for Learning (IfL).</td>
</tr>
</tbody>
</table>
ANNEX C: Documentation check-list

To help to prepare for their first teaching post, NQTs should try to obtain the following documentation, either before they begin or within the first week of taking up their post. This will provide them with information they will need to make a good and confident start to induction.

<table>
<thead>
<tr>
<th>School related documents</th>
<th>Classroom related documents</th>
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</thead>
<tbody>
<tr>
<td>Prospectus</td>
<td>Class list(s)</td>
</tr>
<tr>
<td>Staff handbook</td>
<td>Individual attainment records, reports etc.</td>
</tr>
<tr>
<td>Induction Handbook/Policy for NQTs</td>
<td>Details of children on SEN register in your class(es) - preferably their most recent IEP</td>
</tr>
<tr>
<td>List of staff with responsibilities</td>
<td>Details of any vulnerable children in your class(es) e.g. children on the child protection register</td>
</tr>
<tr>
<td>Planning formats (with some completed examples)</td>
<td>Details of any children with specific parent/carer issues in your class(es), e.g. are there any children who can only be collected by a specific person?</td>
</tr>
<tr>
<td>Term dates</td>
<td>Long and medium term plans for the year group(s) you are teaching, i.e. what units of work are you covering?</td>
</tr>
<tr>
<td>Dates of termly events e.g. class assemblies, parent/carer meetings, educational visits, art week etc.</td>
<td>Adult support in your class – including outline of their roles and timetables</td>
</tr>
<tr>
<td>Timings of weekly events, e.g. collective worship, playtimes, staff meetings etc.</td>
<td>In-house CPD programme</td>
</tr>
<tr>
<td>Timings of specific activities, e.g. playground/lunchtime duty, using the hall, ICT suite, library etc.</td>
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<tr>
<td>Behaviour and rewards policy</td>
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<tr>
<td>Planning Policy</td>
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<td>Teaching and Learning Policies</td>
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<td>Marking policy</td>
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<td>Child Protection/Safeguarding Policy</td>
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<td>Display Policy</td>
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<td>Handwriting Policy</td>
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<tr>
<td>Assessment Time-table</td>
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