

Planning and preparing a newly qualified teacher's personalised induction programme

Headteachers/principals must ensure that the newly qualified teacher's (NQT's) timetable is no more than 90 per cent of the timetable of other main scale teachers in the school without responsibility points. In effective NQT programmes the induction tutor will structure the time taking account of internal and external provision and of the NQT's starting points and needs as professional practice develops over the induction period.

An example of a structured plan

Note: the first few weeks are directed and serve as a model for the NQT with the intention that they become more independent and able to maximise the use of time for themselves.

	Structured plan for 10 per cent professional development time The entries in bold indicate internal or external provision for all NQTs The entries in <i>italic</i> reflect the statutory elements of the programme	Notes
Week 1	Focus: teaching and learning Visit other classrooms and teaching areas Read Teaching and Learning Policy and discuss with induction tutor	Induction tutor to arrange details
Week 2	Focus: induction programme: review of self evaluation since ITT; agree objectives and action plan <i>Observation of teaching and classroom practice by induction tutor [date/time/focus]</i> Feedback from observation [date/time]	
Week 3	Focus: safeguarding, health and safety Read health and safety policy and relevant safeguarding documentation; discuss with induction tutor or appropriate staff member	
Week 4	Focus: assessment Meeting led by assessment coordinator [date/time/location]	
Week 5	Focus: behaviour management Read behaviour policy; reflect on own practice; observe [teacher] with focus on positive behaviour management strategies	Induction tutor to support NQT in arranging observation
Week 6	Focus: inclusion	
Week 7	Focus: home – school links Prepare for parent's evening	
Week 8	Focus: induction programme: progress review	
Week 9	Focus: personalising learning Meeting led by [advanced skills teacher] [date/time/venue]	
Week 10	External course: [selected to meet needs of NQT]	Explain school's course booking process
Week 11	Focus: ICT and learning resources <i>Observation (with feedback) of teaching by headteacher/principal [date/time/focus]</i>	
Week 12	Focus: tutor/pastoral roles and responsibilities	
Week 13	Prepare for review of the term; <i>progress review meeting [date/time/location]; formal assessment review meeting - read, discuss and sign assessment form</i> (induction tutor to send copy to appropriate body; original to NQT)	
Week 14	Thoughts/plans/agree objectives and focus areas for professional development time for next term	

Some examples of how the release time might be used throughout the induction period:

- Attending courses with local authority, ISCTip or external providers
- Planning collaboratively, for example:
 - with induction tutor
 - with subject/phase leader, year group colleague(s)
- Lesson observations, including discussion before and after observation:
 - of colleague(s) in year group/department using pre-agreed criteria
 - of other teachers in your school for subject specific development using pre-agreed criteria.
 - of someone else teaching your class
 - of someone teaching a lesson that you have planned
 - of a teacher in a contrasting school using pre-agreed criteria
 - of a teacher in a similar school using pre-agreed criteria
 - of another NQT
- Coaching and support
 - from an Advanced skills teacher (AST)
 - from the special educational needs coordinator (SENCO), eg on writing individual education plans (IEPs)
 - from the behaviour coordinator on positive behaviour management strategies
 - on report writing
- Developing strategies for teaching
 - pupils with special educational needs (SEN)
 - pupils with English as an additional language (EAL)
 - more able pupils
 - team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion etc
- Gaining experience of pastoral duties/form tutor role
- Improving generic aspects of teaching eg AfL, creativity, thinking skills, social and emotional aspects of learning (SEAL), equal opportunities, diversity etc
- Reading pupils' previous records and reports
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on the thorough assessment of pieces of work
- Shadow a meeting with outside agencies, eg social workers, speech therapists, educational psychologist, etc
- Looking at resources in school, such as computer software
- Reflecting on progress so far against core standards
- Meeting the induction tutor, eg for progress review meeting

A useful resource to support independent research and learning is Teacher's TV at www.teachers.tv