

THE NEW INDUCTION STANDARDS

The new Induction Standards will come into force from 1 September 2003 onwards, and any newly qualified teacher (NQT) starting their induction on/after this date will be assessed against these standards. In order to complete the induction period satisfactorily, a NQT must:

- (a) meet all the Induction Standards (see Annex A) and
- (b) continue to meet the Standards for the Award of QTS, consistently and with increasing professional competence (please refer to Annex B)¹

To meet these requirements, NQTs need to:

- work with increasing professional competence in areas where, during initial training, it was assumed that they would need the support of an experienced teacher
- focus on aspects of professional practice which can be better developed during employment as a qualified teacher, and over a longer period of teaching than is available to most trainee teachers during their initial training; and
- consolidate and build on what they have already achieved in order to be awarded QTS.

Most teachers complete the induction period successfully. The Induction Standards set out the criteria against which NQTs' progress is assessed. At the same time, they provide an important focus for the professional development of NQTs during the induction period. All teachers should be able to draw on the support and expertise of their colleagues. In particular, the statutory induction arrangements place a responsibility on schools and Appropriate Bodies to provide NQTs with the professional development opportunities they need in order to meet the Induction Standards and to show that they are doing so.

¹ To complete induction successfully an NQT trained in England, *qualifying on or after 1 May 2000 and before 1 May 2001*, must also have passed the national test for teacher training candidates in numeracy before the completion of the induction period.

THE INDUCTION STANDARDS

In order to complete the induction period satisfactorily, a newly qualified teacher must demonstrate all of the following.

Professional Values and Practice

They continue to meet the requirements of the Professional Values and Practice section of the Standards for the Award of QTS, and build on these. Specifically, they:

- (a) Seek and use opportunities to work collaboratively with colleagues to raise standards by sharing effective practice in the school.

Knowledge and Understanding

They continue to meet the requirements of the Knowledge and Understanding section of the Standards for the Award of QTS, and build on these. Specifically, they:

- (b) Show a commitment to their professional development by
- identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and
 - with support, taking steps to address these needs.

Teaching

They continue to meet the requirements of the Teaching section of the Standards for the Award of QTS, and build on these by demonstrating increasing responsibility and professional competence in their teaching and when working with other adults, including parents. Specifically, they:

- (c) Plan effectively to meet the needs of pupils in their classes with special educational needs, with or without statements, and in consultation with the SENCO contribute to the preparation, implementation, monitoring and review of Individual Education Plans or the equivalent.
- (d) Liaise effectively with parents or carers on pupils' progress and achievements.
- (e) Work effectively as part of a team and, as appropriate to the post in which they are completing induction, liaise with, deploy, and guide the work of other adults who support pupils' learning.
- (f) Secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

THE STANDARDS FOR THE AWARD OF QTS, AND HOW THEY RELATE TO THE INDUCTION STANDARDS

The following grid sets the QTS Standards alongside the new Induction Standards to help users to understand the relationship between the two. For each QTS Standard, the right hand column:

- explains that NQTs should continue to meet the QTS Standard consistently and with increasing professional competence in an employment context; or
- indicates the Induction Standard which builds on that QTS Standard.

(When an Induction Standard relates to more than one QTS Standard, it is repeated on all relevant occasions. The letters in brackets (right hand column) refer to which Induction Standard the QTS Standard relates to)

QTS STANDARDS	INDUCTION STANDARDS
<p>1. Professional Values and Practice <i>Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following:</i></p> <p>1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.</p> <p>1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.</p> <p>1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.</p> <p>1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.</p> <p>1.5 They can contribute to, and share responsibly in, the corporate life of schools².</p> <p>1.6 They understand the contribution that support staff and other professionals make to teaching and learning.</p> <p>1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.</p>	<p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p> <p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p> <p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p> <p>(d) Liaise effectively with parents or carers on pupils' progress and achievements.</p> <p>(a) Seek and use opportunities to work collaboratively with colleagues in sharing effective practice in the school.</p> <p>(e) Work effectively as part of a team and, as appropriate to the post in which they are completing induction, liaise with, deploy, and guide the work of other adults who support pupils' learning.</p> <p>(b) Show a commitment to professional development by identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and, with support, taking steps to address these needs.</p>

² In this document, the term "schools" includes Further Education and VI form colleges and Early Years settings where trainee teachers can demonstrate that they meet the Standards for Qualified Teacher Status.

<p>1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.</p>	<p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p>
<p>2. Knowledge and Understanding <i>Those awarded Qualified Teacher Status must demonstrate all of the following:</i></p> <p>2.1 They have a secure knowledge and understanding of the subject(s)³ they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level.</p> <p>In relation to specific phases, this includes:</p> <p>a. For the Foundation Stage, they know and understand the aims, principles, six areas of learning and early learning goals described in the QCA/DfEE Curriculum Guidance for the Foundation Stage and, for Reception children, the frameworks, methods and expectations set out in the National Numeracy and Literacy Strategies.</p> <p>b. For Key Stage 1 and/or 2, they know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations set out in the National Literacy and Numeracy Strategies. They have sufficient understanding of a range of work across the following subjects:</p> <p>- History or Geography - Physical Education - ICT - Art and Design or Design and Technology - Performing Arts, and - Religious Education</p> <p>to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary.</p> <p>c. For Key Stage 3, they know and understand the relevant National Curriculum Programme(s) of study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 know and understand the cross-curricular expectations of the National Curriculum and are familiar with the guidance set out in the National Strategy for Key Stage 3.</p>	<p>(b) Show a commitment to professional development by identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and, with support, taking steps to address these needs.</p>

³ The Foundation Stage is organised into six areas of learning rather than into subjects. Throughout this document, references to "subjects" include these areas of learning.

d. For Key Stage 4 and post 16, they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings. They are familiar with the Key Skills as specified by QCA and the national qualifications framework, and they know the progression within and from their own subject and the range of qualifications to which their subject contributes. They understand how courses are combined in students' curricula.

<p>2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook. As relevant to the age range they are trained to teach, they are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education⁴.</p> <p>2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.</p> <p>2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</p> <p>2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.</p> <p>2.6 They understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs.</p> <p>2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.</p> <p>2.8 They have passed the Qualified Teacher Status skills tests in numeracy, literacy and ICT.</p>	<p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p> <p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p> <p><i>Continue to meet QTS Standard consistently and with increasing professional competence in an employment context.</i></p> <p>(b) Show a commitment to professional development by identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and, with support, taking steps to address these needs.</p> <p>(c) Plan effectively to meet the needs of pupils in their classes with Special Educational Needs, with or without statements, and in consultation with the SENCO contribute to the preparation, implementation, monitoring and review of Individual Education Plans or the equivalent.</p> <p>(f) Secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.</p> <p>(To complete induction successfully an NQT trained in England, <i>qualifying on or after 1 May 2000 and before 1 May 2001</i>, must have passed the national test for teacher training candidates in numeracy, before the completion of the induction period.)</p>
<p>3. Teaching</p> <p>3.1 Planning, expectations and targets <i>Those awarded Qualified Teacher Status must demonstrate all of the following:</i></p>	

⁴ For Key Stage 1 and /or 2 the National Curriculum Framework for Personal, Social and Health Education includes Citizenship.

3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:

- the pupils
- evidence of their past and current achievement
- the expected standards for pupils of the relevant age range
- the range and content of work relevant to pupils in that age range.

3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning.

They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.

3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.

3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

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(e) Work effectively as part of a team and, as appropriate to the post in which they are completing induction, liaise with, deploy, and guide the work of other adults who support pupils' learning.

(a) Seek and use opportunities to work collaboratively with colleagues in sharing effective practice in the school.

(e) Work effectively as part of a team and, as appropriate to the post in which they are completing induction, liaise with, deploy, and guide the work of other adults who support pupils' learning.

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3.2 Monitoring and Assessment

Those awarded Qualified Teacher Status must demonstrate all of the following.

3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

3.2.3 They are able to assess pupils' progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and

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Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.

3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.

3.2.7 They are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

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(d) Liaise effectively with parents or carers on pupils' progress and achievements.

3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained.

In relation to specific phases:

a. those qualifying to teach Foundation Stage children teach all six areas of learning outlined in the QCA/DfEE Curriculum Guidance for the Foundation Stage and, for Reception children, the objectives in the National Literacy and Numeracy Strategy frameworks competently and independently;

(f) Secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

(b) Show a commitment to professional development by identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and, with support, taking steps to address these needs.

b. those qualifying to teach pupils in Key Stage 1 and/or 2 teach the core subjects (English, including the National Literacy Strategy, mathematics through the National Numeracy Strategy, and science) competently and independently.

They also teach, for either Key Stage 1 or Key Stage 2, a range of work across the following subjects:

- history or geography
- physical education
- ICT
- art and design or design and technology, and
- performing arts

independently, with advice from an experienced colleague where appropriate;

c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;

d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications⁵. They also provide opportunities for pupils to develop the key skills specified by QCA.

3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:

- make learning objectives clear to pupils
- employ interactive teaching methods and collaborative group work
- promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.

3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

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⁵ This could include work-related learning.

3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

3.3.7 They organise and manage teaching and learning time effectively.

3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.

3.3.10 They use ICT effectively in their teaching.

3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.

3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.

3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

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