**PROMPTS TO SUPPORT NQTS IN PREPARING FOR THEIR INITIAL MEETING**

The following set of questions is not an exhaustive list; you can of course add your own.

**1 At the moment, what do you consider to be your most important professional development priority in your induction**?

**Why are these issues the most important for you at this time? In thinking about this consider:**

– your responses in your CEDP (where relevant);

– the post in which you are starting your induction period;

– any feedback you have already had from your induction tutor or other colleagues;

– your self review against the QTS and Teachers’ Standards.

**2 How have your priorities changed since your initial training?**

– the pupils you will be teaching: for example, their attainment levels; the proportion of pupils who are gifted and talented or who have special educational needs; the number of pupils who speak English as an additional language;

– the context of the school: for example, its phase, size, geographical area, organisation;

– the subject(s) and year group(s) you will be teaching;

– the courses and schemes of work you will be using;

– the resources to which you will have access to support pupils’ learning;

– responsibilities you will be taking on your career plan.

**3 How would you prioritise your needs across your induction period?**

**What do you feel should be the short-term, medium-term or long-term priorities?**

**For example, are there any new needs and what is your reasoning for prioritising in areas for development related to: this way?**

**4 What preparation, support or development opportunities do you feel would help you move forward with these priorities?**

NB Newly qualified teachers should not normally be required to teach subjects and/or age ranges outside their trained specialisms without the provision of additional support.

Newly qualified teachers should not normally be asked to take on additional non-teaching responsibilities without the provision of additional support.