**Auditing a school’s induction arrangements for**

**Newly Qualified Teachers**

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| **Name of school:**  |
| **School Induction Tutor:**  |
| **Date of audit:**  |
| **Audit completed by:**  |
| **Current number of NQTs undertaking induction:**  |
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| **Does the school have a prior agreement with an Appropriate Body to act in this role to quality assure the induction process;** |   |
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| **Has the school agreed a funding arrangement with the AB?** |   |
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| **Does the school have a head teacher/principal to make the recommendation about whether the NQT’s performance against the relevant standards is satisfactory?** |   |
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| **Does each NQT have access to a designated induction tutor within school who is able to offer structured professional support?** |   |
|  |   |
| **Does the Induction tutor have QTS?** |   |
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| **Do tutors already have the skills, expertise, knowledge and time they need to do the job effectively, or do they additional preparation?**  |   |
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| **Do tutors understand the Teachers’ Standards how to relate these to targets and programmes of support?** |   |
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| **Do NQTs understand the Teachers' Standards and how to exemplify them throughout the induction period - has the school explained their expectations?** |   |
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| **Do NQTs each have a teaching timetable equivalent to 90% of that normally allocated to teachers in the school?** |   |
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| **Is this release time to be spread evenly throughout the year?** |   |
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| **Does the timetable provide the NQT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period;** |   |
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| **Are there opportunities for the NQTs to observe good practice from experienced teachers in their own school and in other schools where effective practice has been identified?** |   |
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| **Does the timetable make any unreasonable demands upon the NQT in terms of behaviour management, group sizes, time etc. bearing the setting/school circumstances in mind?** |   |
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| **Are the NQTs expected to teach outside the age range and/or subject(s) for which they have been employed to teach?** |   |
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| **Do the timetables involve the NQTs regularly teaching the same class(es);** |   |
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| **Are the NQTs involved in similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged?** |   |
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| **Does the timetable involve additional non-teaching responsibilities and have provision and support been identified in terms of preparation and guidance?** |   |
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| **Have professional development programmes been created based on the NQTs' individual strengths and areas for development?** |   |
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| **Is the programme of support reviewed frequently in terms of targets and development?** |   |
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| **Is a timetable of observations and reviews in place in advance and available to NQTs?** |   |
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| **Do formal half termly professional reviews of progress take place, which are informed by evidence of the NQT’s work?** |   |
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| **How are all reviews of progress to be minuted/recorded so that there is evidence of the feedback given to NQTs?** |   |
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| **Does the school's co-ordinator know the procedure and timetable to report to the AB at the end of each assessment period?** |   |
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| **How does induction fit in with other staff CPD entitlement?** |   |
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| **Does the school co-ordinator understand what to do in cases of difficulty?** |   |
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| **Do the NQTs understand what to do in cases of difficulty?** |   |
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| **What is the QA process for the school to ensure consistency for all NQTs in terms of support, paperwork, assessments and observations etc?** |   |
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| **What is the QA process for the induction programme to check that all requirements have been met?** |   |
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| **Additional comments:** |

**Date:** 17 September 2020