

Newly Qualified Teachers

Covid 19 – Guidance for schools

April 2020



Ealing

www.ealing.gov.uk



For queries, please contact:

Mirela Temo

NQT and Ethnic Minority Achievement Adviser

Email: mtemo@ealing.gov.uk

Direct Line: 02088257986 | **Mobile:** 07957637118

NQT induction – Covid-19 – Impact on NQT Induction

Included in this guidance

Page 4 **DfE Guidance Summary**

Page 5 **Where to from here?**

Engaging and continuing to develop NQTs in Term 3

Suggestions on how mentors can support their NQTs. Suggestions include: non-routine teaching practice during the coronavirus (COVID-19) disruption, self-reflection, developing their subject knowledge (pedagogy, assessment) and wellbeing (also see pages 8 – 9 for more suggestions and resources).

NQTs wanting to start their induction in the summer term

Page 6 - 7 **Completion of induction**

- Assessment process / Evidence
- Decision making – Final outcomes
- NQTs who do not meet the Teachers' Standards

Absence

- Absence during Covid-19
- Recording Absence

Page 8 – 14 **Appendixes**

Page 8 – 9 Suggestions / resources – Engaging and continuing to develop NQTs in Term 3

Page 10 Useful books

Page 11 Ealing Appropriate Body – Guidance on the quality of assessment reports

Page 12 Teachers' Standards – Self- Reflection process

Page 13 DfE – Covid-19: induction for newly qualified teachers' guidance (April 2020)

Page 14 DfE – Covid-19: induction for newly qualified teachers' guidance – Frequent asked questions

DfE Guidance

This document is aimed at Headteachers/ Principals, NQT induction Coordinators, Tutors (NQT Mentors), NQTs and Governing Bodies

On 1 April 2020, the Department of Education issued an announcement to stakeholders regarding the impact of COVID-19 on NQT induction.

DfE Guidance – NQT Induction and changes as result to Covid-19

In summary, the DfE have said that they will be making regulatory changes subject to parliamentary agreement. These changes will relate to absence due to the current COVID-19 public health emergency. So far, DfE have indicated that this absence will not count in the usual way and it will not lead to NQTs having their induction period automatically extended as a result.

The DfE, also makes references to procedures to be followed by the appropriate bodies where there will be concerns that a NQT has not achieved the standards by the end of their induction period.

Please see the full guidance on pages 13 - 14 or visit the gov.uk website [Covid-19-induction for NQTs](#). Also, NQT Statutory Guidance (2018) is available at [NQT induction statutory guidance](#).





Where to from here?

Engaging and continuing to develop NQTs in Term 3

Non-routine teaching practice during the coronavirus (COVID-19) disruption

The following suggestions are suitable for both, NQTs who are still continuing to work in schools and those NQTs working from home/ distant teaching and learning

Where possible, encourage NQTs to:

- maintain frequent contact with their induction tutor/ mentor (as DfE guidance)
- engage in self-reflection of own practice (Self-evaluation against Teachers' Standards and evidence collected so far (NQT evidence, revise lesson materials / assessments, evaluate impact on pupil learning (including distant teaching & learning)
- develop subject and pedagogical knowledge and continue with professional development – use this as an opportunity to learn new skills (e.g remote teaching and learning).
- professional development – develop subject and pedagogical knowledge, further explore research, explore the latest developments and research on assessment
- further explore school policies and the latest education updates
- explore ways to contribute to the wider life of the school (even if remotely)
- wellbeing

NQTs wanting to start their induction in the summer term

The current (Covit-19) provision is not suitable for induction as schools cannot provide all required statutory entitlements for the NQT. Ealing Appropriate Body will strongly encourage these NQTs to start at a later date, when schools return to normal activity.

Completion of induction

Ealing Appropriate Body will continue to work with headteachers/ principals to ensure fair judgements are made to whether a NQT has met the Teachers' Standards for satisfactory completion of the induction period.

Assessment process

- Headteachers/ principals and Ealing Appropriate Body will continue to refer to the **NQT induction statutory guidance** about the assessment process.
- **The final assessment meeting should remain at the end of the induction period** for the majority of NQTs **and evidence should continue to be collected if the NQT is still working in schools in some form.**
- **Evidence**
 - It is likely that the first two terms will provide sufficient evidence for many NQTs. However, for Term 3, schools must consider **how progress against the Teachers' Standards, and specific individual targets will be measured** (as far as this is possible to do). Schools and NQTs may wish to record a range of evidence from current practice and distance teaching and learning (depending on their arrangements) and professional development (please see para on Term 3 – NQT Induction).

Decision making – Final outcomes

The final decision will be made at the end of the induction period, which for most NQT would be the end of the academic year. The decision on whether a NQT has met the Teachers' Standards will be based on their performance throughout their induction.

- Headteachers / principals and Ealing Appropriate Body will continue to make a judgement at the end of the regular induction period and a third term assessment will be required at the end of the academic year.
- **Making judgements on whether a NQT has demonstrated that their performance against the Teachers' Standards is satisfactory by the end of the period**
 - *This may include looking at previous assessment records, discussions with the induction tutors and consideration of non-routine teaching practice during the coronavirus (COVID-19) disruption.*
 - *'The decision about whether a NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context. It must be made on the basis of what can reasonably be expected of an NQT by the end of their induction period within the framework set out by the standards'* (DfE Guidance, 1 April 2020)
- Ealing Appropriate Body will make the final decision as to whether or not an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the headteacher/principal (Para 2.48 Statutory Guidance).
- Ealing Appropriate Body may need to have access to the evidence of NQT's performance and may advise / instruct the schools to upload on NQT Manager the following:
 - Record of review meetings (2 per term)
 - Observation of NQT's teaching (2 per term)
 - Action Plan / NQT's targets (1 per term)
 - NQT's brief self-evaluation / reflection on the standards and own practice

- **NQTs who do not meet the Teachers' Standards**

The DfE advises, 'If at the end of the induction period there are concerns that a NQT, with absences related to coronavirus (COVID-19), has not achieved the standards, we would encourage appropriate bodies to exercise their discretion to recommend an extension, allowing the NQT further time and opportunity to demonstrate their ability to meet the standards'.

Absence

Absence during Covid-19

'Whilst the length of the induction period should ordinarily be 3 full terms and any absences totalling 30 days or more usually automatically extends this, we plan to change the secondary legislation so that any absence related to the current coronavirus (COVID-19) outbreak (such as school closures, sickness or self-isolation), will not count towards this limit.

Absences that total 30 days or more, and not related to COVID-19, will continue to cause the induction period to be extended' (DfE Guidance, 1 April 2020).

Recording Absence

Where an NQT is self-isolating, this should be recorded as absence on NQT manager at the end of term. Please make reference to Covid-19 for this absence. Other absence should be recorded as normal and the AB will follow the Statutory Guidance

If you have any queries about this information or would like to discuss, please do get in touch.

Mirela Temo

NQT and Ethnic Minority Achievement Adviser

Email: mtemo@ealing.gov.uk

Direct Line: 02088257986 | Mobile: 07957637118



Appendixes

Engaging and continuing to develop NQTs in Term 3

Suggested Activities	Resources
<p>Engage in self-reflection of own practice</p> <ul style="list-style-type: none"> Self-evaluation against Teachers Standards and evidence (NQT evidence). Focus on <ul style="list-style-type: none"> behaviour management teaching & learning assessment Revise lesson materials / assessments Evaluate impact on pupil learning (including distant teaching & learning) Prepare summary of evidence for all teacher standards. 	<p>Teacher Standards – Teachers Standards</p> <p>Professional Learning Cycle Professional learning-cycle</p> <p>Getting started with Reflective Practice (Cambridge International Education) Cambridge community getting started</p> <p>Effective strategies for self-reflection Teach hub value of self-reflection</p> <p>5 benefits of being a reflective teacher 5 benefits of teacher self-reflection</p> <p>Self-reflection checklist and Feedback.</p> <p>The role of evidence in teaching and learning</p> <p>Teacher magazine – The role of evidence in teaching and Learning</p> <p>Self-evaluation for NQTs (NEW version) – available on NQT Manager ealing.nqtmanager.com</p>
<p>Further develop knowledge and expertise on Part 2 and Standard 8</p> <ul style="list-style-type: none"> explore ways to contribute to the wider life of the school (even if remotely) and at times like COVID-19 explore opportunities in different subjects where British values are demonstrated explore ways to promote diversity in your school reflect on your lesson plans and highlight topics that broadly reflect British values search for books that have themes covering tolerance, mutual respect and democracy – draw down ideas to use in lesson planning explore different models of democracy, and topics such as anti-homophobia, equal rights, and e-safety Reflect further how your school challenges opinions or behaviours that are contrary to fundamental British values – Further reading: school policies: behaviour, safeguarding (in relation to risks of extremism) and anti-bullying policies. 	<p>Standard 8 – Fulfil wider professional responsibilities</p> <p>Teachers’ Standards – Part 2</p> <p>1) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school</p> <p>Please see links below</p> <p>DfE Guidance Guidance on promoting British values in schools</p> <p>Young Citizens for resources British-values</p> <p>2) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.</p> <p>3) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p> <p>Schools statutory guidance sets out what schools and local authorities must do to comply with the law.</p> <p>Keeping children safe in education</p> <p>Working together to safeguard children</p> <p>SEND code of practice: 0 to 25 years</p> <p>Sex and relationship education</p> <p>National curriculum in England: framework for key stages 1 to 4</p> <p>Early years foundation stage statutory framework (EYFS)</p> <p>For guidance on assessments, view Standard and Testing Agency (STA)</p> <p>School teachers' pay and conditions</p> <p>Explore latest education updates</p> <p>Implementing social distancing in education [Gov.UK]</p> <p>Public Health England teaching resources [Gov.UK]</p> <p>Government information on exams and grades [Gov.UK]</p>
<p>Professional development</p> <ul style="list-style-type: none"> develop subject and pedagogical knowledge engage with and further explore latest research 	<p>Primary NQT Programme for Professional Growth 2019 – 20 has many useful weblinks links https://www.egfl.org.uk/nqt</p> <p>Chartered College of Teaching www.chartered.college/</p> <p>Education Endowment Foundation Education Endowment Foundation</p>

Suggested Activities	Resources
Professional development Remote teaching and learning	<p>Innovations in education – Remote teaching (by G. Stanley) Remote Teaching</p> <p>Chartered College of Teaching have a dedicated COVID-19 resources hub. This includes a range of resources such as reading lists, Compact Guides, vlogs, and TeachTogether</p> <p>Advice on Safe Remote Learning amidst Coronavirus Safe-remote-learning Remote learning resources Remote-learning Coronavirus (COVID 19): online education resources</p> <p>Pearson are providing many effective resources free of charge while schools are closed:</p> <ul style="list-style-type: none"> For primary schools, free subscriptions to ActiveLearn, an online learning world with everything a teacher needs including numeracy and literacy resources, planning tools, games, activities and assessments Free access to Carol Vorderman's The Maths Factor, lessons, activities and games. For secondary schools free subscriptions to ActiveLearn resources to personalise teaching and learning for key stage three, GCSE, A level, BTEC Tech Awards and Level 3 qualifications
Professional development Explore the latest developments and research on assessment	<p>‘Engagement Model’ Engagement Model</p> <p>Assessment – Standards and Testing Agency Standards and Testing Agency</p> <p>No more marking – Daisy Christodoulou Daisy Christodoulou Assessment</p> <p>Information on setting out details about how GCSEs, AS and A Levels will be awarded this summer along with further guidance for students and parents (PDF).</p> <p>Ofqual has also now announced further information about how vocational and technical qualifications will be awarded in 2020. Click for information.</p> <p>Coronavirus (COVID-19): school and college performance measures For career-focused learning, access to the Learning Hub, contains a range of short online courses supporting BTEC, Apprenticeships and Employability</p>
Wellbeing & Safeguarding	<ul style="list-style-type: none"> Education Support Education Support Helpline – 0800 562 561 Mind - Coronavirus and wellbeing in learning Mind information on coronavirus-and -wellbeing/ Mentally Healthy Schools - Resources for mental health and wellbeing Mentally healthy schools NASUWT Nasuwt advice health-safety/coronavirus-guidance NEU NEU - coronavirus Coronavirus (COVID-19): safeguarding in schools, colleges and other providers Pearson have a number of free resources on mindfulness techniques that are suitable for teachers, parents and young people EGFL link Wellbeing and mental health support during the coronavirus outbreak

Engaging and continuing to develop NQTs in Term 3

Useful books



Guidance on the quality of reports/ assessments

Ealing Appropriate Body expects all assessment reports to be of a very high quality.

Reports must meet the following criteria:

Content

- **Accurately and sufficiently represent the NQT** referred to and be **sufficiently individualised** for the named NQT, by providing meaningful information and real examples/ insights from the NQT's classroom practice for each Teacher Standard.
- **Provide a diagnostic sense of progress** made with the Teachers' Standards throughout induction and **indicate areas for development and progressive targets for each standard** (term 1 and 2, including the final report)

Presentation

- **Accuracy** – data quoted such as names, dates, absences, etc. Addressing the NQT – can be by first name (Lynda) or title and surname (Mr. Spiros)
- **Style** – Written in paragraphs or bullet points or numbered sentences.
- **Consistency** – that is, if a report starts with bullet points, that must be the style for the whole report (including structuring sentences in a coherent order).
- **Grammatically** correct / making sense/ full sentences.

How to produce fair and high-quality reports

While the AB doesn't expect finer grain levels of detail, real examples from the NQT's classroom practice, are crucial as they provide an insight / meaningful information on how this NQT is making progress with Teacher Standards. This will ensure a fair and personalised evaluation/ description of the named NQT.

When describing or evaluating NQT's progress against a standard, provide answers to these questions:

- **How well this NQT is performing against the Teacher Standards from a starting point** (the beginning of term/ previous term/ of induction) supported by relevant evidence and as well as links to targets (current/ previous).
- **What is exceptional for the named NQT** (supported by relevant evidence)
- **What are areas for development** (supported by relevant evidence), providing a clear diagnostic sense of where the gaps are in NQT's development, and thus what the NQT needs to do to improve/ advance (providing practical next steps/ advice such as try to....or to do this you need to... to focus the NQT's professional growth). Targets must be provided for each standard including Part 2 and must be developmental, moving the NQT to the next level rather than 'continue to...'

Part 2 is an important part of Teacher Standards and **details are needed** to show how the NQT is progressing with this standard, supported by relevant evidence from NQT's practice.

More specifically, provide examples of **how** the NQT is

1. building relationships with pupils, observing proper boundaries appropriate to a teacher's professional position
2. safeguarding pupils' well-being
3. embracing/ regarding the school's ethos
4. applying school policies and practices
5. maintaining high standards in their own attendance and punctuality
6. demonstrating an understanding of the statutory frameworks
7. fulfilling professional duties and responsibilities

Examples of high-quality reports are available on Ealing's NQT Manager. In addition, an example for this year's final report (as response to Covid-19) will be made available in the summer term.

Teachers' Standards – Self-reflection process

For each of the Teachers' Standards [Teachers Standards](#) reflect on the following:

Professional behaviour (classroom practice, and where applicable practice with the whole school, parents and the wider school community):

- What do I do? What do I do well?
- How is my practice making an impact/ a difference on my pupils and their learning, my practice as a teacher?
- What have I learned (from my practice and professional development I have had)?
- What evidence have I got or might need to collect? How will I analyse and make sense of it?


Professional development

- In what ways has my CPD informed my practice, thinking, understanding, professional actions, pupil learning, relationships with pupils?
- In what ways have I engaged in critical discussion about my CPD and its impact on my practice/ development?
- How have I shared my learning and developed knowledge with others?

Moving forward/ continuing to develop (self- reflection and in discussion with mentor)

- What do I need to do differently? Why is this important?
- What do I need to know/learn to develop and improve pupil learning? How do I know?
- What CPD / support will I need?
- In what ways will my CPD/ support help me to address my needs / raise my performance?
- How will I know I am on the right path?

A Self-Reflection Toolkit will be available to download - NQT manager ealing.nqtmanager.com



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships, and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 2 Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3 Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- 4 Plan and teach well structured lessons**
 - import knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them
- 6 Make accurate and productive use of assessment**
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 8 Fulfil wider professional responsibilities**
 - make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - display support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>



Guidance

COVID-19: induction for newly qualified teachers guidance

Published 1 April 2020

We recognise that the current COVID-19 public health emergency will likely have a profound impact on the number of absences newly qualified teachers (NQTs) take this academic year.

We will be making regulatory changes that, subject to parliamentary agreement, will mean that NQTs absent for reasons related to the current COVID-19 public health emergency will not have their induction period automatically extended.

Current arrangements state that ad-hoc absences totalling 30 days or more automatically extends induction by the aggregate number of days absent. However, we intend to amend the regulations to ensure that any absence related to the current [COVID-19 public health emergency](#), including school closures, sickness or self-isolation, will not count towards this limit. This means that NQTs who are currently undertaking statutory induction can complete their induction this academic year as expected, provided they meet the [Teachers' Standards](#).

Headteachers and appropriate bodies should continue to judge whether a NQT has met the Teachers' Standards upon completion of the induction period, which for most, will be the end of the academic year.

If there are concerns that a NQT has not achieved the standards by the end of their induction period, we would strongly encourage headteachers and appropriate bodies to exercise their discretion to recommend an extension, allowing the NQT further time and opportunity to demonstrate their ability to meet the standards.

We will continue to keep the situation under review, working with the sector on the practical implications of this approach, and will publish further information in due course.

DfE coronavirus helpline

DfE coronavirus helpline

Email

DfE.coronavirushelpline@education.gov.uk

Telephone

0800 046 8687

If you have a query about coronavirus (COVID-19), relating to schools and other educational establishments in England contact our helpline.

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

Frequently asked questions

If a NQT misses 30 days or more of their statutory induction due to absences caused by COVID-19, will their induction be automatically extended to account for these absences?

No. We want to reduce disruption caused by the current coronavirus (COVID-19) outbreak on NQT induction. Subject to parliamentary agreement, we are planning to make regulatory changes to mitigate this. Whilst the length of the induction period should ordinarily be 3 full terms and any absences totalling 30 days or more usually automatically extends this, we plan to change the secondary legislation so that any absence related to the current coronavirus (COVID-19) outbreak (such as school closures, sickness or self-isolation), will not count towards this limit.

Absences that total 30 days or more, and not related to COVID-19, will continue to cause the induction period to be extended.

Can NQT induction end now?

No - as many NQTs continue to work with schools in some form during this unprecedented period we would encourage induction to continue. Headteachers and appropriate bodies should then take into account the change which, subject to parliamentary agreement, we will introduce on absences related to coronavirus (COVID-19).

What is the expectation of those NQTs who are still teaching?

We acknowledge that many NQTs are continuing to work in schools in some form despite many schools being closed. Where possible, we would encourage NQTs to continue with their professional development and maintain frequent contact with their induction tutor and/or mentor.

What happens at the end of the induction period?

Headteachers and appropriate bodies should continue to make a decision on whether a NQT has met the Teachers' Standards based on their performance throughout their induction. This decision is still to be made at the end of the induction period, which for most would be the end of the academic year regardless of their absence due to the current coronavirus (COVID-19) outbreak. In line with regular reporting procedures, the Teaching Regulation Agency should be notified of the outcome of induction.

How will the assessment process work?

Headteachers, induction tutors and appropriate bodies should continue to refer to the [NQT induction statutory guidance](#) about the assessment process. The final assessment meeting should remain at the end of the induction period for the majority of NQTs and evidence should continue to be collected if the NQT is still working in schools in some form. This process will be kept under review.

The Teaching Regulation Agency aims to follow existing schedules for collecting outcome data following the end of assessment. The Teaching Regulation Agency will work with appropriate bodies affected by coronavirus (COVID-19) to support them in their data returns.

How do I know if a NQT has met the Teachers' Standards if they have not been in school for the full 3 terms?

Headteachers and appropriate bodies should continue to make a decision on whether a NQT has met the Teachers' Standards throughout the period of their induction, notwithstanding absences due to coronavirus (COVID-19). This may include looking at previous assessment records, discussions with the induction tutors and consideration of non-routine teaching practice during the coronavirus (COVID-19) disruption.

As stated in statutory guidance on NQT induction, the decision about whether a NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context. It must be made on the basis of what can reasonably be expected of an NQT by the end of their induction period within the framework set out by the standards.

What about NQTs who do not meet the Teachers' Standards?

If at the end of the induction period there are concerns that a NQT, with absences related to coronavirus (COVID-19), has not achieved the standards, we would encourage appropriate bodies to exercise their discretion to recommend an extension, allowing the NQT further time and opportunity to demonstrate their ability to meet the standards.



Note: The photographs used in this publication are used accordingly as per Ealing's guidelines for use of images. For more information, please visit 'Photography and Publicity' section at EGfL: <https://www.egfl.org.uk/facilities/photography-and-publicity> Or email egflwebteam@ealing.gov.uk



For queries, please contact:

Mirela Temo

NQT and Ethnic Minority
Achievement Adviser

Email: mtemo@ealing.gov.uk

Direct Line: 02088257986

Mobile: 07957637118



Ealing

www.ealing.gov.uk